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ABSTRACT

A study was done to develop and evaluate a program designed to improve the academic and personal achievement of Hispanic American high school students. The study posited that the causes of Hispanic American students' belief that they could not achieve were: (1) dysfunctional learned behaviors; and (2) acculturation difficulties. Using findings on dysfunctional families, a 16-session biweekly small group module was developed to address students' learned behavior and acculturation difficulties. Themes of acculturation, personal growth, academic success, and professional development were included along with an achievement strategy. Nine of 11 volunteer students finished the program. Results were measured using pretests and posttests, attitudinal surveys, student journals, homework assignments, and a final student written report. Three students experienced a slight overall positive difference in attitude, and six students experienced negative changes. The negative variation was interpreted to mean that the program made the students aware of their own problems. In addition, students did not show the expected positive cognitive improvement in their grades on tests administered during the program. Appendixes contain the Family Drinking Survey, the Recovery Potential Survey, the short essay test sample, and a form for entering students' results. Included are 7 tables, 1 figure, and 121 references. (JB)

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Slaying the Childhood Dragons: Empowering Hispanic ESOL High School Students for Achievement Through Small Group Acculturation Modules

by

Daniel De Vries

Cluster 38

A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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1992

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Approved:

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Date of Final Approval of Report

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Mary Ellen Sapp, Ph.D., Adviser

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The writer wishes to thank the many people who have been valuable to him in formulating his project. All of these people have touched his life and enabled him to begin his own journey toward personal growth, academic success, and professional development.

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ABSTRACT

Slaying the Childhood Dragons: Empowering Hispanic ESOL High School Students for Achievement Through Small Group Acculturation Modules. De Vries III, Daniel., 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Achievement/Acculturation/Dysfunctional Families/ English as a Second Language/High School/Hispanics

Some Hispanic students believe that achievement, in the form of personal growth, academic success, and professional development is an unattainable goal. The writer has stated two causes for their lack of vision: (a) dysfunctional learned behavioral patterns and (b) acculturation difficulties. Thus, the writer began his problem-solving project by reading John Bradshaw's three books relating to dysfunctional families.

To identify and reverse dysfunctional learned behavioral patterns, he researched 42 topics that he compiled after he reflected on Bradshaw's recurring themes. First, the writer listed 23 problem and 19 solution themes, and next, he subdivided the 19 solutions into 14 specific and five general categories to facilitate comprehension. The writer chose these topics, placed them in sequential order, and applied them in a 16 biweekly session small group module.

To stress achievement, he added four themes: acculturation, personal growth, academic success, and professional development. He concluded that identifying and changing unhealthy learned behavior patterns alone was not sufficient. The students must also learn and follow an achievement strategy. In total, the writer researched 46 problem, solution, and achievement topics in his literature review.

The writer, in effect, was educating his students so that they could benefit, grow, and achieve in this culture. In other words, he believed that the energy once used to cope with unhealthy learned behaviors could gradually be diverted for achievement. With this in mind, he offered his students a choice to slay their childhood dragons and bring about positive changes. He provided the stated information in an educational setting. Hispanic ESOL high school students served as voluntary participants.

The writer experienced positive outcomes. He achieved his goal and met two of his three objectives. His students learned the stated topics and applied them to their lives. Based upon their newly acquired knowledge, they now have a choice and a strategy to accomplish positive personal change.

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CHAPTER I

INTRODUCTION

The writer believes that three essential factors aid him in his work as a high school teacher. He needs: (a) incentives for professional development; (b) guidance from a supportive administration; and (c) input from concerned students and parents. In his present work location, he has been counseled and encouraged from these sources. So that the reader may gain a better insight into his work situation, the writer will now describe his employment setting, school community, and job description.

Description of Work Setting and Community

This high school is located in the suburbs of one of the largest cities in the south. The population of the community consists largely of white, middle to upper class, professionals. However, the city's changing demographics have not left this district untouched. Whereas in the past, African-American and Hispanic students were bussed in from seven miles surrounding the school, professionals from these ethnic backgrounds are now moving to the district's more expensive neighborhoods.

Here's the ethnic breakdown of the student body in the 1990-91 school year: 48.8% White, 24.5% Hispanic, 24% African-American, and 2.7% Asian students (Pariso, 1990). The following year there was a slight increase in the number of students of Hispanic and Asian backgrounds. The enrollment now reflects 47% White, 27% Hispanic, 23% African-American, and 3% Asian (Ordovensky, 1992). In addition, enrollment jumped from 2,952 to 3,300 students and includes immigrants from Latin America, the Caribbean, and European countries.

According to the school principal: "Student behavior is generally good, encouraged by a highly visible staff and a discipline policy that is perceived to be consistent and fair" (Pariso, 1990, p. 2). He has added that 204 full-time and 34 part-time employees work at the school. The administration includes one principal and four assistant principals. Faculty members include six guidance counselors, seven teachers of exceptional students, and two media specialists. The pupils are rewarded for their work and are provided with many opportunities to demonstrate their academic skills (Pariso, 1990).

The total enrollment had been expected to surpass 3300 students for the 1991-92 school year when a ninth grade was added for the first time. However, due to space limitations, only one of the three feeder schools had sent its ninth graders. Construction was begun in the 1991-92 school year on a much needed new wing of classrooms at the front of the school, thus enhancing the physical appearance of the structure.

The administration is proud of the accomplishments of its staff and students. Recently, a program was cited for innovative responses to the student dropout problem in America's Toughest Assignment: Solving the Education Crisis (CBS News, 1990). To respond to the dropout problem, special teachers were hired to keep students in school. Classes run until 10 p.m. to accommodate those who work during the day.

On the statewide Student Assessment Test, the pupils had scored highest of the four high schools in the district. Also, according to Pariso (1990), the school recorded the lowest county dropout rate at 3.9%, an annual attendance percentage of 93.2% (one of the best in the county), and nine National Merit semifinalists.

Pariso (1990) says the instructors exhibit positive feelings about this school. He points out that shared decision-making has taken the form of an elected faculty council that represents the needs and interests of the school personnel. Even though difficult situations arise, the principal believes the school community has shown itself to be capable of resolving these in an agreeable, easy-going manner. As an employee in this type of environment, the writer is optimistic about the future. In fact, it's the "laid back" (Ordovensky, 1992, p. 7A) quality of this school that makes him so comfortable in his teaching position.

Brockman (1990), a writer for a local newspaper, commented, in his article Jason Gross Named to All Academic Team, that instructors are very supportive. In the article, one parent mentioned that the "excellent honors and advanced placement programs, along with caring teachers" (Brockman, 1990, p. 1) contributed to student success. Ordovensky (1992) agrees stating that another student had followed in the footsteps of Jason Gross: "...Michael Capiro was named to the 1992 All-USA First Team -- the school's fourth honoree in six years. That's a record to which no other school in the country comes close" (p. 7A).

Clubs and activities are a school strength: "Our 70 clubs and 26 sports programs would be impossible without faculty sponsors" (Pariso, 1990, p. 2). De la Cruz and Kemp (1988, p. 7C) stated that this institution "was nominated as a model school for athletes" by the Center for the Study of Sport in Society at Northeastern University in Boston. The principal added that 60 teachers, on their own time and without extra pay, helped athletes improve in academics (Pariso, 1990). Consequently, the school community is proud of its sports programs, and with good reason: the school had just won the county's 1992 All-Sports Trophy for the best overall sports program (Phillips, 1992).

As to academics, the writer has observed that, in general, many of his students are overachievers. They do what it takes to succeed. But others are complacent, some struggle to improve, and a few believe that they have failed from the outset.

Writer's Work Setting and Role

This writer is a foreign language instructor teaching Spanish. The 1991-92 school year began with an enrollment of 135 students in four Spanish II classes and 31 pupils in Spanish IV honors. Both levels have been taught emphasizing reading, writing, listening, and speaking in Spanish, but Spanish IV honors has been primarily conducted in the target language.

Teachers during the 1991-92 school year, experienced four major setbacks as a direct result of recent state budget cuts. First, each instructor had an increase of up to 50 students over last year; second, the seven-period day was eliminated, thus changing the daily structure of seven 50-minute classes to six one-hour classes; third, as a result of the class period time change, the administrative duty period, where teachers have performed varying office tasks, was eliminated, forcing the school community to do more work with less help; and finally, seven of the teachers were not rehired for the 1991-92 school year because of a lack of funding. Many instructors had been expected to teach classes out of their primary area of certification to make up for the reduction of personnel.

The foreign language department consists of ten instructors. Course offerings include Spanish as a second language, Spanish for Spanish speakers, French, German, Hebrew, and Latin. Sign language also is offered in the foreign language department; this class meets state university standards for a foreign language college entrance requirement.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Many Hispanic high school students have had difficulty realizing their full academic potential. The writer has seen this academic adjustment as an ongoing process, and what has been important to him has been to show his students how they can begin to take control of their lives. By so doing, they had engaged in a self-examination in an effort to discover their true strengths. There were many obstacles that hindered their making such a self-examination. Factors such as age, few frames of reference in decision making, cultural changes, language barriers, life in a dysfunctional family, and addictions labeled by Whitfield (1991) as relating to stage one (e.g., drug and alcohol dependency), and stage two recovery (e.g., entertainment, shopping, sex, etc.).

High school students also have labored to cope with the everyday pressures of being themselves, teenagers. The questions of self-identity, acceptance, belonging, being of value, and being able to make a difference in the world have been part of the growing process in this stage of life. In addition, being able to love oneself, being able to love and understand others, demonstrating empathy, and letting go of narcissistic characteristics have been formidable challenges to students.

Hispanic high school students have not been exempt from these concerns. It has been this writer's opinion that their moving from Latin America to the United States has added to stress in their personal family system. Furthermore, as the problems of adaptation intensify, many of these students place greater importance on substance abuse and peer group identification than they do on achieving academic success. The emotional pain of adjusting to a new culture coupled with family problems can cause some to look for an unhealthy surrogate family outside of the home (e.g., gangs).

As a result, these students find themselves increasingly alienated from those who are in a position to offer positive guidance through these traumatic years, with a focus on the future. This is especially true since many teenagers focus on the enjoyment of the present as the only important factor in their lives. The concepts of responsibility and accountability are difficult for these young people to assimilate.

In summary, many Hispanic students in the writer's school have not been working hard at developing their academic skills. They have had difficulty envisioning a successful future. School appears to have little impact on future planning. Many have been frightened and have had little confidence that they possess the ability to overcome life's obstacles. Some have felt helpless and without direction when faced with the responsibility of entering the adult world. It is this writer's theory that this lack of direction is also due, in many cases, to dysfunctional family patterns (e.g., harmful incidents, emotional invasion, world view, etc.) learned early in each child's life. He has referred to these patterns, in this practicum, as childhood dragons.

The foreign language instructor who also teaches English as a Second Language (ESOL) can serve as a valuable liaison between the two cultures. Thus, the purpose of this practicum has been to use the lessons that adult children of dysfunctional families are learning in their ongoing recovery as a portion of the subject material to: (a) improve the quality of these students' lives and (b) spur them on to greater personal growth, academic success, and professional development by providing them with a strategy. In a sense, the Adult Child (Bradshaw, 1988a) has learned the process of self-parenting. It has been the writer's intent to share this process with his students. By so doing, he had expected his students to lend greater importance to academic achievement and to begin the journey toward reaching their full potential.

The primary reason this critical problem has not been solved, this writer believes, is because an all encompassing problem-solving approach has not been implemented. At present, if the student has difficulty in passing a class, a tutor might be provided in the specific problem area. If a young person is involved in substance abuse, a treatment program might be recommended. On-site group counseling programs can provide a safe place for troubled high schoolers to talk about their problems. And, counselors talk with teens about issues on a one-to-one basis. But an educational program that serves to instruct teens in an organized, small-group interactive manner about life's issues had been sorely lacking. The above-mentioned problem areas may be clearly symptomatic of a deeper, underlying difficulty in an individual's life. To summarize, some Hispanic students in the writer's school have been identified as being influenced by dysfunctional family patterns that have kept them from achievement in the forms of personal growth, academic success, and professional development. And the school has been unsuccessful to date in helping them in an all-embracing manner.

Problem Documentation

During the 1990-91 school year, this writer observed many of his ESOL students apparently preoccupied with stress caused from their recent relocation to the United States. They shared their difficulties with the class as they became open and honest with their feelings. The writer encouraged the sharing process by participating with personal statements of feeling on the topic of relocating to another country. It, clearly, had been difficult for them to adapt to a new culture.

A recent study (Kantrowitz & Rosado, 1991) indicated that Hispanics are more likely, on a national level, to drop out of school than either blacks or whites. These researchers cited that whereas one in 15 whites and one in 16 blacks drop out of school by age 17, one in five Hispanics do so by the same age. The problem escalates as many new Hispanic immigrents, who dream of graduating from an American English-speaking high school, are not even literate in their native Spanish language (Fiedler, 1992).

Some students are exhausted in class as a consequence of having to work to help support the family, a problem more pronounced in economically tight times. A few of the writer's students had been working since 4:30 a.m. to deliver newspapers. Others worked late into the night, sometimes past midnight. Economic difficulties had been prevalent for most at an early age. Kentrowitz and Rosado (1991) stated that

University of Texas at Austin researchers found that poverty had been the greatest obstacle to Hispanics doing schoolwork. They added that, in many cases, Hispanics had been discouraged, by school personnel, from continuing in school. Whereas Cuban-American children's poverty rate rose by 71% in the 1979-1989 time period (Palmer, 1991), Puerto Rican and Mexican children in this country were most likely to be affected by poverty.

One example of the writer's school failing to help: One student, whose father died suddenly during the school year, had to deal with grief and schoolwork at the same time. While it was known by the class that the death occured, a general discussion on the topic of grieving did not take place. The grieving student visibly suffered in the class. No action was taken by this instructor to listen to this young person at length and to offer empathy in his struggle. The normal curriculum of an ESOL class does not provide for instruction on such topics.

Another recent example is a 16 year-old student who was living in a Florida Health and Rehabilitative Services (HRS) foster home after her parents abandoned her. She was Mexican, poorly educated in her country, lacked proficient written communication skills in her primary language, and could speak little English. In addition, this girl, a young mother, had had her baby temporarily taken from her by HRS until another living arrangement could be provided. Apart from Project Trust, no structured addition to the curriculum, at the local school, exists for problems relating to teen parenthood, unstable homes, or for drug and alcohol abuse. However, in another state, a program was instituted in a private school that had emphasized treating similar problems. Kantrowitz and Rosado (1991) had pointed out the 95% graduation rate of the senior class at this private high school in an Hispanic community.

It is indeed difficult for Hispanic students to thrive in an environment that fosters by failing to address the four specific examples (e.g., relocation, work hours, death in family, and teen pregnancy) of student problems cited by the writer at the local school. Furthermore, it is even harder for some, in this writer's opinion, to concentrate on studies because of these conditions.

Journal entries were an important source of ESOL data accumulation during the 1990-91 school year. Students wrote down their thoughts and feelings regarding a wide range of topics. Often, these themes reflected the pupil's personal life struggles on a weekly basis. Each student often spoke of the stress that accompanies life: loneliness, alienation, depression, grief, family and relationship difficulties, and problems stemming from a negative self-image were predominant themes. For the purpose of the English course, written communication skills were tested by evaluating journal entries. However, no systematic effort was employed to address the topics reflected in the journal. Hence, in the past academic year, student journal writings were gathered as further evidence that the problem exists.

In June of 1991, the writer conducted interviews with three members of the school's staff: the trust counselor, the psychologist, and the principal. These professionals had agreed that dysfunctional family problems often have had a negative effect on the student's performance in school. They acknowledged that the problem was valid and encouraged this writer in his efforts to intervene with a solution.

A survey was given to an ESOL class in June of 1991. Questions dealt with the family drinking habits. Of the 16 students taking the Family Drinking Survey (see Appendix A), 12 indicated, by their answers, that some members of their families had a drinking problem. The entire group indicated, by their responses (see Appendix B), that they needed to do work in the area of personal issues.

Each week a number of articles, relating to the problems of young people in families, appear in newspapers and magazines. Axl Rose, of the band Guns and Roses, stated in an interview: "It was so strict in (our house) that everything you did was wrong. There was so much censorship, you weren't allowed to make any choices. Sex was bad, music was bad. I eventually left, but so many kids stay (in that environment). I wanted to tell them...that they can break away too" (Hilburn, 1991, p. D5). Rose is now in therapy, trying to understand how his troubled childhood has affected his present living style. Although Rose is not Hispanic, his problems can be generalized to include them. The writer believes this, based on his interaction with Hispanic students.

The writer will now discuss how these problems affect his students locally. In this Southern community, approximately 15,000 immigrant children enter the county's classrooms each year. According to Briar (1991):

> "They join the thousands of other children who need support, who may be at risk because of the financial, emotional, and care-giving stresses of normal family life. But they also experience the stresses that result from living on the margins of society, confronting the obstacles of a complex society that is too seldom 'family friendly'" (p. 4C).

Help is needed to enable these young people to cope with these stresses in an appropriate manner. If no action is taken, Briar says more funding will needed to lock up those children who choose to commit crimes. It is the writer's theory that many of these acts emanate from the child trying to cope with family problems.

There is no denying that substance abuse often stems from young people trying to cope with a painful family living environment. Lim (1991) points out: "10.6 million - more than half - of the nation's junior and senior high school students are drinkers. One out of 10, addiction experts say, will become alcoholics, if they're not already" (p. 1J). Students have told the writer that it is difficult for them to attend any weekend social event without the presence of drugs or alcohol, or both. In addition, Evans (1991) asserts that LSD is making a comeback as the drug of choice for youth that even as law enforcement authorities focus on crack cocaine and marijuana.

Journal entries, interviews, surveys, and newspaper articles have documented the existence of the student's problems. They were further attested to by teacher observation during the 1990-91 school year. The problem was related first, to dysfunctional families; second, to the young person seeking relief from problems; and finally, to the negative effects of some forms of not dealing with emotional pain (e.g., teen pregnancy, poor self-image, substance abuse).

Causative Analysis

In this section the writer examines the causes of the problem. The work of Palmer (1991) substantiates the writer's theory of a link between family dilemmas and poor education. He affirms the difficulty that Hispanics face while attempting to escape the very poverty that discourages their improvement. The poverty, he claims, has been exaccerbated in the Cuban community by a rising divorce rate, an increase in drug addiction among parents, and an influx of unskilled, uneducated immigrants.

The following 23 causes are related to the child's upbringing in the family (Bradshaw, 1988a; 1988b; 1990). The 23 causes, divided into five categories, are:

1. Dysfunctional family patterns, memories of harmful family incidents, the effect of parents on children in family relationships, and emotional invasion.

2. Abandonment, core issues, dependency needs, trust issues, the numbing of emotions, and the student's world view.

3. A "hole in the soul", inner child issues, a false self, shame, negative self-talk, and a poor self-image.

4. Control dependency, compulsive behavior, perfectionism, and addictions.

5. Love addiction, relationships, and personal boundry issues.

The writer theorizes, based on observation in the classroom, that these causes are related to the families' child-rearing beliefs. These practices, in turn, were learned from the parents. And because healthy and unhealthy parenting is learned behavior, it stands to reason that the way in which people raise and nurture their children may be multigenerational in nature. It would benefit the reader to examine how the family operates as a system in an effort to improve on the practices of one's parents. Unfortunately, observation confirms that dysfunctional families are, by and large, closed systems. So, any effort to make a change must be viewed as an ongoing process, not subject to a quick fix solution. Otherwise, parents might interpret any attempt at examining the causes of this problem as a threat, thus undermining their authority in the home.

The above categories have been viewed with a cause and effect approach. If a child's needs have not been met, and life in a dysfunctional family has proved to be unbearable, the young person will adopt a survival mechanism. The mechanism may take many forms, depending on the child. The child may unconsciously numb out painful emotions or adopt some form of repetitive, compulsive activity to provide relief from emotional pain. The latter form of getting relief may take shape in substance abuse or in any pleasurable occurrence that will take the person out of his real feelings. Whitfield (1991) labeled these stage I and stage II addictions. The specific causes of this project's problem are related to categories one to five.

Although all of the topics in the first category deal with family relationships, one, emotional invasion, will be discussed as a separate subject due to its difficult to identify, covert, nature in the parent-child relationship. The effects of this abuse are often never known. Discovery may occur later in life, after some crisis, often in a relationship, with the aid of a competent therapist.

The writer, in category two, highlights an outcome of the first section. If a child has felt alone in the world, due to the nature of the home environment, a whole range of issues will have to be dealt with. The young person will have learned a number of faulty beliefs based upon poor modeling by the primary caregivers. Since the family has been considered a closed system, where trusting others has been discouraged, children have difficulty judging what is appropriate family behavior.

Category three's topics deal with how the child feels inside. Problems range from an inner emptiness to a voice that constantly criticizes (i.e., the inner parent). Issues that concern the inner child (the most valued and protected part of one's self) are critical.

The fourth category examines how the child may struggle with emotional pain. A variety of addictions, both chemical and activity-related, are listed. Traditionally, the focus has been on what happens to a person who stops substance abuse. The body, not wishing to explore emotional pain, looks for other ways to prevent the ex-user from experiencing real feelings.

The fifth category is devoted to the development of healthy male-female relationships. Love and sex addiction are included in a this category, in which personal boundries are emphasized. The topic is crucial because young people growing up in dysfunctional homes do not learn appropriate personal boundries from their caregivers. Dysfunctional families are often enmeshed in each other's affairs. And this enmeshment is viewed as normal behavior for families in this situation.

As previously explained, many of the problems in Hispanic families are further complicated by immigrant status. Life in this country is very different, in ways small and large, from Third-World experiences. The writer strongly believes that attitudes must be changed and adaptation must occur for a positive transition between countries. For this reason, the practicum includes a section on acculturation and achievement.

Therefore, the probable causes of the student not striving toward fulfilling academic potential are rooted in the home situation. Dysfunctional family patterns detract from the child's creative efforts. Because research has identified the specific causes of this problem, as listed in categories one through five of this segment, corrective measures may occur and each student may have a chance, at an early age, to learn and practice healthy patterns that may be passed on to the next generation of Hispanic children.

Relationship of the Problem to the Literature

Dysfunctional Family Patterns

Children's feelings are connected, to those of their primary caregivers, even in the pre-natal period (Chamberlain, 1988). This author believes that a baby, in the mother's womb, can actually feel what the caregiver feels and even may carry those feelings, unaware, into life for many years. The child, may even meet another person in a future relationship who is perceivably carrying those same feelings, thus sparking a sensation that the child has, in essence, met a soulmate. Family patterns begin with the circumstances surrounding the birth of the child. In this section, the writer will discuss the mother-infant relationship, family system roles, enmeshment, and the problems involved in the child separating from old family scripts and, consequently, recovering a unique sense of selfhood.

In the early mother-child relationship, mirroring is important. Whitfield (1987) stresses that the child knows that he or she is understood with mirroring and echoing. This interaction, he explains, involves all of the mother's bodily motions, her sounds, and her posture. The parent affirms the child and the child carries this self-image into future relationships.

Each child's family is managed by rules that have been passed on from generation to generation. When two people marry, there is a merger of two separate family system rules. Usually, the husband and wife agree, perhaps with some difficulty, on how to raise their children based upon the way their parents raised them. According to Bradshaw (1988a), these rules often took the shape of a "sacred body of truth" (p. 13) and had been passed on, without question, between generations. If shame had been used in the family of origin for a specific purpose in parenting the child, that same tactic will be used in the next generation, the theory goes. The author believes that in a family system, all the family members know what they are supposed to do as a result of the early shaping of the family in a traumatic environment. By following their roles, Bradshaw (1990) maintains that the children feel important and have their own particular set of emotions and behaviors. He points out that these roles, in themselves, become addictions.

This practicum will use the guise of the lost child to illustrate the many roles children may take on to survive a painful home environment. These children, according to Wegscheider-Cruse & Cruse (1990), adapt, become loners, withdraw into themselves, and are intensely lonely as they struggle to ride out living their unpredictable homelife. These children, these writers remark, will not rock the boat, will become compliant, and will avoid conflict. It is the writer's theory that, a child may take on various roles to pull through each family crisis. The reader is further referred to Wegscheider-Cruise & Cruse (1990) for details.

Family system rules often demand that the children perform in a desired manner (Earle & Crowe, 1989; Zawadski, 1990). The children, must obey, must project the right image, must keep their feelings to themselves, and must communicate with people outside of the family only on a superficial level. In addition, these authors assert, many dysfunctional families teach that sex and pain are the only forms of touch that exist.

In this system where children follow specific roles, when a marriage is intolerable, parents have often made a surrogate spouse out of one of the children in order to fill the needs that remain unmet by the husband or wife. Furthermore, Love and Robinson (1990) state that in these marriages, the partners blame each other, lash out at each other with verbal or physical abuse, and frequently use the children as scapegoats for their problems. They also mention, (as does Bradshaw, 1990) that children are not permitted to have a distinct self. When the child asserts a wish, according to these authors, guilt is frequently used as a weapon to put the child in place. The child is constantly reminded that love will be withdrawn, if the caregiver's wishes are not obeyed. The child is made to feel guilty, according to these writers, thus forming a foreboding relationship between love and guilt that will carry over to the young person's future relationships. The children may be even be used as an excuse, they further stress, for the couple not to spend time alone together, thus detracting from the possibility that the marriage will improve in meaningful ways. As a result of these parental controlling tactics, children may, unconsciously seek future partners who are familiar in their efforts to manipulate by using a withdrawal of love and affection.

At times the couple will seek family counseling, in an effort to remedy family problems. However, once it is known that the problem lies mainly with the parents, and that the parents will have to make major life changes, Peck (1978) contends that another psychiatrist frequently will be sought. These caregivers, according to this author, seek "painless shortcuts" (pp. 57-58) to make their living situations improve. Once the children are grown, the mother in a dysfunctional marriage often is obsessed with having another child, so that she can continue the cycle with another "pet" (p. 110) to fill her needs.

Abrams (1990) asserts that even though most caregivers want all the help they can get, "parenting and the art of child-rearing seem to be subject to greater isolation and social abandonment..." (p. 9). Parents tend to be locked into the "poisonous pedagogy" (Bradshaw, 1990, p. 13) learned from their family of origin. Thus, when Blanchard (1990), writes on the duty of the parent in teaching the child to be objective, this "objectivity" (p. 45) often really means the infant is expected to follow in the exact steps of the parent and perform in a way that is completely pleasing to the primary caregivers.

In this section, this writer has introduced the reader to dysfunctional family patterns. The patterns are multigenerational, following family system roles, involving enmeshed relationships, and being difficult to remedy. And the problems are magnified when it comes to Hispanic children for the reasons stated previously.

Memories of Harmful Family Incidents

Many adults have reflected upon their lives as children. They have had a tendency (Capacchione, 1990) to emphasize the good experiences and to forget the bad ones. Their complete identities have been formed by all of life's experiences. It is important to accurately focus, as much as possible, on those events that caused each person joy and pain, in an effort to better comprehend a sense of personal identity so that rapid personal growth may occur. Hence, the writer focuses, in this section, on memories of parents in relationships, memories of parents as role-models, and memories of parents as disciplinarians.

One of the key things that children learn from their parents by observation is is the parents' manner of relating to each other. Earle and Crow (1989) cite the example of a man who remembered his stepdad hugging his mom very few times during the course of the marriage. They didn't sleep together, except for when they first married. This left a definite impression on the child.

As before stated, when a relationship goes bad, the parents have a tendency to form partnerships with one of the children. At this point, adults have crossed the line that divides the parent from the child. Love & Robinson (1990) tell of a problem created when a girl expressed that she and her father, who was in a troubled relationship were on the same level in her family of origin. That father-daughter partnership led to the daughter having difficulty in controlling her son in later years because of her reliance on the partnership made years ago.

An overwhelming sense of sadness can take over when a person starts to focus on the circumstances of early growth. Wolter (1989) relates many incidents of painful experiences in his life with an alcoholic father. He remembers his father beating his brother's head against the floor while holding him by the ears, his father shooting the family dog for urinating on the carpet, and the long episodes of waiting in the bar for his dad to finish drinking. He has considered his father as a man who was unable to accept love and, as a result, was unable to give love. So disappointed was this author that he shut down his emotions and thus killed the hope of experiencing anything good in his life. His dad was an angry, violent man.

The expression of feelings is vital to a child's healthy emotional growth. These feelings too often are stifled in early relationships, beginning with the primary caregiver not mirroring the infant, not modeling appropriate emotional expression, and by shaming the child when emotions had been expressed (Bradshaw, 1990). Children are in tune with what their parents feel. In fact, the author sets forth that children know what their parents want even before the parents themselves know their needs, so focused are they on meeting their caregiver's necessities. It is the writer's theory that, overall, children who have grown up in dysfunctional families rarely are even aware that they have needs. Reik (1990) claims that these children believe their true self to be represented in activities of doing things (e.g., games, experiences), but the real self has seemed to be "distant or foreign" (p. 290). There is an obvious loss of identity when a child inappropriately focuses on blindly meeting the needs of the parents, perhaps at a sacrifice to himself or herself.

Family life can be especially chaotic, especially where discipline is concerned. In this regard, Peck (1978) writes of parental expectations that fail to take into account the feelings of children. Discipline for many parents means taking away the things that the child loves. One such child cited by this author said: "...Everything I loved, I lost" (p. 220). the author shows how the generation gap widens frequently: parents try to right, through their children, the very things their own parents criticized them for. Short (1990) says some children would "kill themselves trying to make their parents happy and...live up to their parents and society's expectations of them" (p. 200). In the writer's judgment, these children, in adult life, will need to analyze disciplinary measures in an effort to sort out healthy from unhealthy practices and to determine the amount of emotional damage that was done to them early in life.

Parents in relationships, parents as role models, and parents as disciplinarians provided the focal point of this section. In addition, the writer stresses that children seeking solutions should determine how they were disciplined in their family of origin.

The Effect of Parents on Children in Family Relationships

While most most caregivers try to do a good job of parenting, the child is harmed by unquestioned, unhealthy parenting practices. The following information will focus on parents in relationship with children. The format first will, deal with the relationship between spouses; second, how the child views the parent; third, the relationship between the child and the parent; and finally, how the child will possibly act out relationships later in life.

Dysfunctional families have a need to be viewed as a normal happy, family unit. On the surface, outsiders will have a difficult time being aware of the amount of suffering that occurs in these families. If spouses are not working hard to foster a healthy relationship, other family members may pretend to feel good. Members, as Earle and Crow (1989) comment, put on a happy face, deny reality, shut off unpleasant feelings, and work hard to convince each other that their family life is secure and safe. Since children learn from their parents how to block off their feelings, as a survival mechanism, these buried emotions may resurface one day. The feelings, at that point will have to be relived (Storr, 1988; Miller, 1981, 1990a, 1990b) in order to deal with childhood trauma.

Indeed, the writer has observed that one of the unique characteristics of children, regardless of ethnic background, living in troubled families is a frozen smile. The child's eyes may reflect sadness, to the observer, while the smile is fixed in place. Parents have unconsciously forced a sense of false happiness on their children in an effort to persuade them that all is well in a traumatic situation. The child consequently loses touch with real feelings and forms a false self.

Wegschieder-Cruse and Cruse (1990) as well as Love and Robinson (1990) point out that children, either through direct or indirect communication, often are taught not to be honest with their feelings. They live, according to these writers, with a limited view of reality. They assert that many of these children often speak of sad or painful moments with a "perpetual smile" (Love & Robinson, 1990, p. 43). Children, according to Wegscheider-Cruse and Cruse (1990) have dissociated from shame, anger, hurt and guilt and, in turn, have learned to create a "fantasy reality" (p. 35). The fantasy created is often a safe place to which the child can go when in emotional pain.

Ironically, one person in each of these families sometimes is permitted to express painful feelings, according to Whitfield (1987). He explains that this person often is disfunctional, possibly an alcoholic. The disfunctional person may be chemically addicted, activity addicted, emotionally troubled, or even a combination of these. This parent often becomes the focus person in the family. The other family members usually build, either consciously or unconsciously, their lives around this individual.

Infants learn about emotional intimacy from their parents. It is important, for this reason, to center on how children view their parents. Bradshaw (1988a) sets forth that infants see themselves for the first time in the mirroring eyes of their primary caregivers. In this relationship, they begin to learn how to express their emotions. It is natural for children to go as far as to deify their parents so that the caregivers may be considered to be "all protecting" (p. 9). The author alleges that since this protection is vital to the child's survival, both emotional and physical abuse is tolerated. In all likelihood, in order to cope with a situation where abuse is present, the child often has internalized the blame and has made himself bad so that the protecting parent would survive with an image of a loving, emotionally present caregiver (Peck, 1978).

Parental mood swings also dominate these families. Wolter (1989) confirms that pleasurable events, for him, were always followed by pain. In writing about his parents, he states: "...their beliefs and behavior and attitudes vacilated tremendously from day to day, sometimes from hour to hour" (p. 145). For example, a family outing may be followed by the parents raging when the family returns home. And holidays, normally cheerful events, may be darkened by the caregiver's abuse of prescription drugs or alcohol. The writer maintains that these families act as if every pleasurable event in life must be paid for; there is no pleasure without pain. Therefore, the children of these families may have trouble getting excited about anything. They fear, painful consequences for their feeling of elation, a belief that originated in the child's family of origin.

The relationship between child and parent, Bradshaw (1988a) asserts, is vital in forming a positive self-image. He writes that this process begins in the womb. This process is fostered, he maintains, by how the mother feels about her child. Since some mothers are never able to express feelings of shame, rage, and hurt in the family of origin, their children, in turn, become the recipients of this abuse. The author alleges that the parent is, in effect, striking back at her parents, through her children. In addition, he postulates that if the mother isn’t emotionally available for the children, it will be difficult for her offspring to trust anyone and the world will be considered to be a cold, uncaring environment. If involved in an unsatisfactory marriage, the father may make his daughter his emotional spouse and have sexual fantasies of her, according to this author. The feelings may never be acted on, he clarifies, but, even so, the child is aware of these urges on an unconscious level. And these sensations, long since blocked out on a conscious level, may be acknowledged and stored in the child’s body (Miller, 1991), waiting for some event, possibly a future relationship, to bring them to a conscious level.

The mother, Bradshaw (1990) maintains, may expect her child to become her little man and to provide emotional support, but the emotions may not be reciprocal. He tells of a boy who sat with his mother for hours to comfort her in her pain, viewing her as a saint. This special care wasn’t reciprocal: "... Jimmy didn’t notice (no child would) that when he cried, his mother either shamed him for it or took him out of his feelings by distracting him" (Bradshaw, 1990, pp. 151-152).

As previously stated, parents often live their lives through their children, even if only on an unconscious level.

Their children's future gives them a second chance to fulfill their own dreams that never materialized. Abrams (1990) asserts that these children grow up believing that they are loved only if they live up to their parent's ideals. He states: "The pain of not being known, loved, and cared for as one is causes the child to develop a protective set of behaviors to control the anxiety of the situation" (p. 118). These behaviors, in the writer's judgment, form one of many masks that the child changes with the occasion. Sadly, the child even believes that these adaptive behaviors constitute the true self.

Love and Robinson (1990) remark that some children may feel empty because of unconscious parental manipulation. They state as does Covitz (1990) that the manipulation is often subtle and that the relationship is full of indirect communication with hidden messages. The mother, being emotionally distant, may use the child in different ways to make her look good. The child, the writer maintains, essentially becomes a reflection of herself. And, as a result, she may become obsessed with an unhealthy preoccupation relating to the child's appearance and manners.

Further, according to Love and Robinson (1990), this relationship may affect the child's gender identity. As one boy put it: "I've always felt more like a woman than a man. My mother had too great an influence on me" (p. 40). At the same time, these authors point out that if a boy spends an inordinate time with his father, becoming dad's little buddy, he could be filled with poor self-esteem, feeling that he may never be as good as his father. The notion is even more complicated when, according to Osherson (1990), some fathers have a distorted image of what it's like to be a man and mask their identity beneath the traditional family role, passing this image to their sons. The reader is referred to Bly (1990), Brinkley-Rogers (1992), Friel (1991), and Keen (1991) in an effort to understand how contemporary men are wrestling with their gender identity.

All of these influences could have a distinct bearing on how children will live in future relationships. Short (1990) explains that if a child is not allowed to experience emotions, then what that person really feels will become distorted and neurotic. He points out that, as an adult, the child will repeat the same repressions, probably on a thoroughly subconscious level.

Bettelheim (1990) comments that children tend to internalize the negative aspects of their parent's attitude toward them: "We hear ourselves scold our children in exactly the same tone, even with the same words, that our parents used with us" (p. 281). As a result, children tend to take life very seriously, have difficulty relaxing or having fun, and have problems completing tasks or making decisions (Whitfield, 1987). This stands to reason, according to Woititz and Gardner (1990), as these parents served as poor role models.

In looking for a spouse, adults may unconsciously look for a mate who will fill their unmet childhood needs. Bradshaw (1990) notes that the child has been arrested at a certain developmental stage due to not having these needs met. The writer maintains that this event will lead the child to look for a partner that may take the place of the parent, thus, as Friel (1991) affirms, recreating the family of origin environment to resolve this dilemma. And, according to Peck (1978), once having found the partner that feels right, they will cling to him or her in an unhealthy relationship, leading to behavior that ultimately destroys the union.

Rothenberg (1990) gives an apt definition of what feels right in a relationship when she uses the words that portray the eternal image of a caregiver (e.g., a being that embraces, nourishes, and protects).

Viorst (1986) suggests that in those instances when the love of the parent was toward the "child-as-ornament" (p. 60) that a hidden message was involved. The message was that the child must become everything for the parent and lose a sense of self in the process. Viorst states the parent's unspoken deal: "lose yourself or lose me" (p. 60). The danger in people believing that they can improve on the parenting practices evident in their families of origin, according to Viorst (1986), is that they believe that they will produce better children than their parents. If steps have not been taken to deal with the parent's past, the same dysfunctional pattern will continue, Viorst writes.

Today's society has made the parenting task even more difficult, Covitz (1990) points out. It has devalued the art of parenting and consequently, the author claims, many adults are choosing not to have children; this occurs as a direct result of negative, early family of origin experiences. Love and Robinson (1990) stress that breaking the multigenerational pattern is difficult, largely because few people are aware of it. A significant link exists between their present family difficulties and their relationship with their parents.

The effect of parents in relationships with their children has been the focus of this section. This writer has elaborated the relationship between husband and wife, between child and parent, and between early family influences and future relationships.

Emotional Invasion

Emotional invasion, also identified as emotional incest (Love and Robinson, 1990) and covert incest (Adams, 1992), often occurs in the family when a healthy relationship does not exist between the husband and wife. In single parent families, as well as in any relationship where caregivers do not get their needs met from another caring adult, children may be victims of this subtle abuse. The writer will examine, in this section, the system of emotional invasion and the problems caused by this practice to the spouse and to the children.

In understanding the family as a system, the reader should begin with the two main characters: the husband and the wife. In a healthy relationship, this couple works hard to get their own needs met from a wide variety of sources. Communication is open and it is evident to both adults that the primary relationship is between the spouses.

When these adults drift apart, for whatever reason, the system, according to Bradshaw (1988a), demands a new kind of marriage. At this point, it is quite common for one of the spouses to form an inappropriate bond with one of the children. The children become pawns, he maintains, and they are used in a subconscious attempt to fill the void in their parent's lives. This "non-physical sexual abuse" (Bradshaw, 1990, p. 129) creates a confusion in parent-child roles, and the child becomes the emotional parent. Bradshaw maintains that this role reversal creates confusion, anger, pain, and distortion in the child's future relationships.

Emotional invasion is a common practice "that occurs repeatedly" (Whitfield, 1987, p. 23) in troubled families. A key reason: human needs for close emotional ties with someone, even if it's an inappropriate person. This violation of the boundary between the parent and the child compensates for a husband-wife relationship void (Wegschieder-Cruse, 1985). Other forms of compensation include the spouse becoming habitually angry, depressed, a workaholic, a substance abuser, or involved in extramarital affairs (Love & Robinson, 1990).

Emotional invasion is defined as a "style of parenting in which parents turn to their children, not to their partners, for emotional support. ...their love is not a nurturing, giving love--it's an unconscious ploy to satisfy their own unmet needs" (Love and Robinson, 1990, p. 1). Parents who use their children as surrogate spouses to meet their needs in the family system often use terms such as "Mom's little man" or "Daddy's little princess" to highlight the relationship. These authors cite the example of a father in that fragile relationship comparing his daughter with his spouse, with his girl always coming out as the winner, possessing far superior qualities. While the often romanticizing parent, in a quest for intimacy and companionship, may not have sexual intercourse with his daughter, they point out he may treat her as his lover in all other ways: "The expensive jewelry; the petting, the intimate body language; the quiet, seductive conversations; the shared secrets--these are the earmarks of an affair, not a father-daughter relationship" (Love and Robinson, 1990, p. 67).

Often, the parent and the child are inseparable. The parent may frequently insist on doing practically everything for the child, thus controlling the young person's environment and blocking the young person's growth (Viorst, 1986). The problems caused by emotional invasion are many, and the reasons for it are not out of the ordinary. Whitfield (1987) offers that one reason infants are so amazing is that they can sense that the mother is needy and immediately begin to provide for her specific needs, instead of vice versa. The writer believes that these children, as adults, carry this "internal radar" with them in forming future male-female relationships. The child can sense, in a minute, a needy person who is capable of giving the same feeling as the parent. A love-hate relationship tends to duplicate the early childhood emotional abuse (Friel, 1991), in which the child gave up a sense of self and was willing to be used by the other person.

The children are rewarded, in this early relationship, for feeling and thinking the same way their parents do. The adult is rewarded, in later relationships, by behaving in the same manner with a lover. Whitfield (1987) claims that giving one's self away is a major price to be paid in the relationship (e.g., "denial, stifling, and stunting of the infant's True Self or Child Within" p. 19). In other words, since the bonding felt good to the child, the feeling becomes electric between two adults who share a common parental relationship background. This is not to say that the two lovers feel the same way on an emotional level. It's more, in the writer's opinion, like the two being interlocking pieces of a puzzle. One is made, in a sense, for the other. One may represent the father subconsciously, and the other may represent the mother in the relationship. Since the feeling is so familiar, the relationship feels right. But since each is actually looking to the other to take care of early unmet needs, the relationship is equivalent to the fighting between two children. The reader is referred to Adams (1992, pp. 3-4) and Friel (1991, p. 16) for more information on the characteristics of victims of this abuse.

Other problems caused by emotional invasion include, according to Bradshaw (1988a), "early promiscuity, early masterbation, early prostitution, or frequenting prostitutes..." (p. 118). Often, he says, these children become extremely sexually active, by reputation, in high school. In adolescence or adulthood, Love and Robinson (1990) add to this list and include symptoms of: "...depression, chronic low-level anxiety, problems with self esteem and love relationships, overly loose or rigid personal boundaries, some form of sexual disfunction, eating disorders, and drug and alcohol addiction" (P. 1). Love and Robinson postulate that needy caregivers, in short, tend to make a career out of parenting in an effort to satisfy their needs. One of the warning signals of emotional invasion, according to these writers, is that a spouse loves being a parent without regard for the needs of the child. She continues to have children, they allege, thus looking to an infant to fill the needs that must only be filled by another adult.

This instructor has taken special care in explaining the topic of emotional invasion. The principal has reminded this instructor that all abuse must be reported according to state law. Therefore, should problems occur in this sensitive topic, students will be referred to the school trust counselor.

Thus, emotional invasion has been initiated as a practice in an unhealthy marriage. The child has become, in effect, the emotional parent. This surrogate spouse has cared for the primary caregiver to meet special needs. Consequently, the child will experience future relationship problems due to this inappropriate practice.

Abandonment, Core Issues, and Dependency Needs

Children who suffer from an overly intensive need to be loved, according to Peck (1978), have been diagnosed as having a "Passive Dependent Personality Disorder" (p. 99). These children's lives are totally ruled, by anyone who fills, according to this author, their dependency needs. The writer believes that a fear of abandonment, is the root cause of this longing. These persons attempt to control their lives by seeking out people who they believe will fill the void in their lives.

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Core issues have been defined by Whitfield (1990): "An issue is any conflict, concern, or potential problem, whether conscious or unconscious, that is incomplete for us - or needs action or change. A core issue is one that comes up repeatedly for many of us" (p. 203). Core issues, this author states (Whitfield, 1991b), include being true to oneself, having difficulty in grieving, being unsure of giving and receiving love, and fearing abandonment. He maintains that the latter is the most basic core issue. The reader is referred to Whitfield (1990, p. 203) for a more complete list of core issues and is encouraged to seek his book on the topic to be published in 1993.

Dependency needs, according to Whitfield (1990), include intimate sharing, the company of others, the search for spirituality, being touched, being considered special, and being cared for. The reader is referred to Whitfield (1990, pp. 27-34) for further study.

To sum up, a fear of abandonment is the root cause for a love-starved child. In addition, core issues have been introduced. Finally, the writer has identified some dependency needs in this section.

Trust, Numbing of Emotions, and World View

Trusting others, on an intimate level, is obviously difficult. Children who have been emotionally hurt will resist becoming vulnerable. Consequently, many choose to live in isolation, behind a wall they have constructed to protect themselves (Evans, 1977). Others numb their real feelings and survive a traumatic family life by "dodging, hiding, negotiating, taking care of others, pretending, denying, and learning and adapting..." (Whitfield, 1987, p. 60). By performing these acts, children lose touch with their real emotions, the author stresses. As a result, the world is not viewed as a safe place to live, the child will not risk revealing true feelings to anyone, and the false self is fixed firmly in place, ever changing in order to survive a hostile environment.

The Hole in the Soul

The "hole in the soul" concept (Bradshaw, 1988a, p.94) refers to a feeling of inner emptiness. It marks the place where the child's development was arrested. Bradshaw's view: "When a developmental need is not met, at the proper time and in the proper sequence, the ego's energy gets frozen at the developmental level" (p. 190). When this event occurs, he points out, a false self takes over with feelings that are not indicative of the true self's range of emotions. Thus, a grown man may act, in different situations, with the emotions of a toddler, or an adolescent, or a young adult.

This separateness, of the true self and the false self, creates an emotional pain that cries out for relief. It fuels compulsive behavior. Viorst (1986) cites participation in sex, meditation, jogging, religion, art, and drugs as prominent ways in which people escape this separateness. And Frantz (1990) mentions that thoughts about death and emotions of grief, in this regard, have to do with life's unfulfilled aspirations and dreams. These, too, leave an inner void. In addition, there is true resistance to growing up, as one's own self, by clinging to familiar patterns, thereby refusing to take the risks that enable a person to mature and to receive new meaning to life (Woodman, 1990). This refusal causes emotional pain. And the pain fuels addictive activities. Indeed, when an affected person looks for a cure in substance or activity addictions, the hole in the soul grows, and with it comes despair.

To summarize: the hole in the soul is an inner emptiness. This void has marked the stage where an individual's developmental needs were not met. Separateness between the true and the false self has created an intense, inner pain that fuels compulsive activity. This writer postulates that no amount of addictive activity will fill the void inside.

Inner Child

The inner child clings to familiar patterns, avoids pain, and is afraid of change, no matter what the price (Bradshaw, 1988b). The cost of this behavior (Peck, 1978) may be regression, ineffectiveness, or stagnation, but since comfort is craved, any price will be paid by this inner child. Jung (1990) refers to the aspects of this child as the abandoned one within us; Bachelard (1990) writes of an image within us that attracts happiness and repulses unhappiness; Leguin (1990) alludes to the child locked within us that is begging to come out; Covitz (1990) attributes our dreams and images to the work of this inner child; Miller (1990c) describes the part of us that is locked in an inner prison, operating on a subconscious, underdeveloped level.

This child longs for respect, justice, love, and understanding, according to Abrams (1990). Vulnerability is a prime quality of this child. Abrams maintains that this part of each person lives in isolation from the total person. The child has been repeatedly hurt and will not appear (Bettelheim, 1990; Stone & Winkelman, 1990) unless a trusted person facilitates communication. The inner child lives in fear of reexperiencing emotional pain, "...like a butterfly forever caught in the chrysalis stage, stuck and unfulfilled" (Wegscheider-Cruse, 1985, p. 93).

Unless the inner child is treated as a part of the whole person (Stein, 1990a), the repression of emotions that this separateness has caused will one day demand payment (Miller, 1990c). These inner feelings will continue to torment people, according to Miller, until they face the truth of their separateness. By operating from a limited part of their total person, Short (1990) contends they become like parents that refuse to listen to their children. Although they sometimes operate subconsciously from this inner part, Short observes, they limit their ability to experience life in all its fullness.

The concept of the inner child was introduced by Eric Berne and Hugh Missildine in the '60s and '70s (Capacchione, 1990). The child needs parenting, according to this author, and "...consists of all our childlike feelings, instincts, intuitions, spontaneity, and vitality. It is naturally open and trusting unless it learns to shut down for protection" (p. 210). Abrams (1990) points out that this optimistic child anticipates life to be much better in the future. Indeed, this part of each child, thrives on the vision of a brighter future, Abrams writes.

The core part of each person then is the inner child (Whitfield, 1987). This basic element experiences and expresses feelings without fear or judgment, according to this author. Whitfield also writes that the inner child allows the feelings to exist as a way in which life may be appreciated and assessed in a valid manner.

To sum up: a description of the aspects of the inner child were discussed in this section. Many of these aspects are not the inner child as such, but make up the building blocks of it's personality. The relationship of other people to this inner child was described by several writers.

False Self

In the preceeding section, the true self was defined as who people really are: people in touch with their feelings and eager to grow. In contrast, the false self, according to Viorst (1986), is compliant; it conforms to another's expectations, and although it isn't real, it is sometimes "marvelously attractive" (p. 51).

This false self was born from the parent's inability to to see or to meet the child's needs (Abrams, 1990). He describes how the child creates an outer personality that is pleasing to the primary caregivers and, in turn, disowns the authentic and vulnerable child within. Indeed, he maintains that to feel vulnerable is often equated with death in the mind of this inner child. This idea, according to the author, emanates from the feeling of pain that previously accompanied the vulnerable child's appearance. When proper mirroring does not take place, Short (1990) confirms the child senses that it will never be validated as a unique individual. As a result, Short points out, the false self covers a very fragile internal foundation.

The inner self often is shamed by parents to promote, in the writer's opinion, proper behavior. As a result, a person may feel an overwhelming emotional pain from being connected, even briefly, to the inner child (Bradshaw, 1988a). A merger occurs between the false self and the child. The writer maintains that these children believe their false selves to be their true identities. Consequently, the needs of this unhealthy family system are met, in a sense because the child is not being aware of its true feelings, wants, and needs. Survival, according to this author, has flourished by the child abandoning the true self. The child then forgets "...that the false self is really an adaptation, an act based on a script someone else wrote" (Bradshaw, 1990, p. 18). This adaptation is also multigenerational. Parents, he asserts, are doing to their children what was done to them when they were young. Unconsciously, they are repressing the child's negative emotions while at the same time, he has amplified, they are crushing their positive ones, Bradshaw contends. As a result, he claims that unmet needs have been crying out to be fulfilled ever since the child's primary ego defenses kicked in and their emotional energy was left unresolved and frozen.

The false self has emerged as a cover-up (Whitfield, 1987) and has taken the form of the internal critical parent or selfish ego or superego. For this author, the false self and the co-dependent self have the same meaning. He renders the following description in defining the false self:

> "It is inhibited, contracting, and fearful. ...planning and plodding, ...selfish and withholding ...envious, critical, idealized, blaming, shaming, perfectionistic, other oriented, over-conforming, loves conditionally, covers up, hides, and denies feelings" (p. 11).

The internal critical parent discourages any form of spontaneous feeling. Wegscheider-Cruse (1985) has commented she didn't know why, beneath all of the smiles, that she felt an ever-present uneasiness. The feeling is due to the fact that children of trauma live, in the writer's opinion, with a lot of anxiety. The sensation is familiar and is always a deterrent to the child fully enjoying any situation. It's as if the child is are always waiting for pain to follow pleasure. This succession of events occurs frequently; consequently, the expectation of despair following elation replays the emotions of early family life.

This section has included a definition of the false self. The false self has been formed in an early effort to please one's parents. The child doesn't realize that this self is merely an adaptation. This separation has caused emotional pain. The internal, critical parent has served as a deterrent to the child's spontaneously enjoying life's events fully.

Shame

Shame-based people have been produced by dysfunctional families (Wegscheider-Cruse & Cruse, 1990). The parents also are shame-based and have passed this feeling on, unresolved, to their children. Their children will do the same, in the next generation, according to these writers, if steps are not taken to resolve the issue. Underneath this feeling, they claim, lies anger and rage. They assert that self-worth is restored, and the individual's true beauty is revealed, only when these underlying feelings are resolved.

Shame has been defined as "total non-acceptance" (Bradshaw, 1988a, p. 2). The child feels defective and is powerless to change this feeling (Bradshaw, 1990). Shame must be covered up, Bradshaw points out, with "...addictions, rigid roles, and unconscious ego defences" (1990, p. 49). These defenses, according to the author, carry two main consequences: "isolation and fear" (1990, p. 76). The only feeling of power, asserts the author in this situation, is the belief that one is responsible for the feelings and behavior of other people. This distorted view leads to the mistaken notion that one's efforts can change another person's life style. And even though this is impossible, in the writer's opinion, the child will go through life looking for people to save who fit the victim life-role. The child will believe that it is fulfilling a sense of duty by helping others.

Shame circumstances have occurred (Bradshaw, 1988b), because of parent's inability to accept their own weaknesses (e.g., dependency needs, wants, feelings, and vulnerability). The parent, as a result, shames the child by using forms of psychological abuse (Bradshaw, 1988a) such as yelling, criticizing, comparing, or humiliating. The caregiver doesn't realize that an inability to love self transfers to an

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inability to truly love the child. The child may not feel free to vent anger back at the parent for fear of losing the parent's love. Thus, Bradshaw sets forth that anger turned inward and, in effect, became self-hatred. As a consequence, the child soon believes that everyone views his self with the same inner-hatred. To get relief from this feeling, the child may act in self-destructive manners (Bradshaw, 1988a) by engaging in substance abuse or by controlling others.

The difference between shame and guilt is that guilt makes people feel bad as a consequence of doing something wrong (Whitfield, 1987). In contrast, shame, makes people feel that they are defective or inadequate. The first feeling is healthy, Whitfield clarifies, enabling people to make amends. But the second feeling deepens the individual's despair. Clapp (1991) expresses that some people feel that others can pierce their souls with a shaming glance. They feel powerless when paralyzed by these negative messages. A person usually feels these uncomfortable sensations, according to Piaget (1991), from a person who employs shame attacks to control people at a point when they least expect it. The abuser, he explains feels powerful when shaming others. These negative affirmations, according to Whitfield (1987), were learned as they grew up in their family of origin. One long-lasting result: the self-confidence of the victims of these shame attacks is shattered (Waitley, 1979).

Therefore, shame has been defined, in this section, as a flawed sense of self. Unresolved shame has been noted to be a multigenerational transference that leaves its victims feeling powerless. This sensation originated from the negative family messages received by the child early in life, according to these writers.

Negative Self-Talk

Negative self-talk, according to Bradshaw (1988b), takes the form of an inner, critical voice. He explains that this voice operates like a tape recorder, speaking repeated negative messages. The spoken phrases judge people as being defective, flawed, and unable to change. Self-talk describes people's feelings about themselves. Bradshaw (1990) states that these experiences replay the abuse children have received earlier in their families. By acting in this abuse, children punish themselves and perpetuate parental punishment.

Addicts are, according to Earle and Crow (1989), generally engaged in negative self-talk. They look to anything, the authors maintain, that will provide relief from the pain caused by the acquired negative phrases. Sex addicts, the writers assert, focus on sexual fantasies and affairs to temporarily silence their inner pain. The writer opines that substance abuse, activity-oriented addictions, and repetition compulsions also serve this same purpose of dulling the emotional pain.

In this section, negative self-talk has been explained as an inner voice that repeats unhealthy messages. The overly critical inner-parent can judge the child unmercifully. The child, in turn, may seek relief from these inner phrases through increased addictions.

Poor Self-Image

As a result of negative early childhood experiences, adults may suffer from a poor self-image, Whitfield (1987) points out. This unhealthy self-image may have been internalized by siblings, friends, and other significant people in the person's childhood. And when Branden (1992) says self-esteem is " a disposition to experience oneself in a particular way" (p. 18). He views a negative self-image to be an unhealthy product of poor self-esteem.

Wolter (1989) cites several vivid examples of how his alcoholic father influenced his view of life. He states that he abused himself in the same way his father had mistreated him as a child. This treatment, he says, led to denial of the existence of a God, acceptance of the belief that he might never fully recover from his childhood wounds, and thus fulfillment of his father's inner wishes to be just as miserable as his dad. His father had discouraged any family happiness. Wolter tells of his unwanted sister committing suicide, at a young age, as a result of being sent away to live with other relatives. By his own admission, Wolter felt an ongoing need to keep himself isolated and lonely. Being terrified of rejection in relationships, he had commented that he would never compete with other men for the love of a woman. He asserts that he had great difficulty in assuming adult responsibilities.

Woodman (1990) sets forth that it's especially difficult for these children to live in the present. The days of these individuals, often seem to merge into in an endless mass of anxiety and confusion. In the writer's opinion, these feelings are intensified by children's faulty belief that life's daily circumstances can be controlled if one persists hard enough in doing things the same way.

Bradshaw (1988a) claims that an inner emptiness lies at the core of poor self-esteem. He asserts that many people try without success to fill this inner void with addictions. They often go to their death never knowing who they really are. Branden (1992) describes self-efficacy as an important component of self-esteem. With it, he says people can confront life's challenges, trust, and perceive themselves to be worthy of happiness.

Bradshaw (1988a) expresses that a poor self-image frequently occurs in children when no warm, loving person has ever been present in their lives to mirror, echo, and affirm them. This mirroring, according to the author, takes place in the symbiotic stage (the first 15 months of life). Bradshaw writes (as does Covitz, 1990) that the feeling reflected in the mother's eyes provides the foundation for the child's identity. Bradshaw points out that if she exhibits positive feelings, the child feels secure and accepted as a result. He reiterates that if the mother is troubled and emotionally distant, the child will sense and internalize that image also.

Fathers are also important to model healthy behaviors for their sons. If bonding never occurs, boys may never value nor love themselves as men, Bradshaw states. Friel (1991) stresses how the lack of healthy male role models affects boys. Bradshaw (1988a) writes that a child, without identity, feels isolated even if he is admired and respected by his peers. Bradshaw (1990) comments that there is a feeling of not measuring up, of not being as good as others, of living in emotional torment, of believing that these feelings are unique, and of feeling that all comforts are scarce (e.g., food, enjoyment, love, and caring). As a result, the child feels defective, as if he doesn't belong. In light of this, children feel an irrational need to punish themselves (Viorst, 1986). Therefore, as Loudon (1990) has stated regarding developmental growth: "Success or failure with which each challenge is met affects the fulness of our development throughout all life" (p. 236). Again, failure to get needs met at the symbiotic stage results in a negative self-image that is fostered by a faulty belief system, according to Earle & Crow (1989). The internalized messages in this belief system are accepted as unchangable truths. These beliefs include:

> "I am basically a bad, unworthy person; No one would love me as I am; My needs are never going to be met if I have to depend on others; I am not good enough the way I am, I must be perfect; If I make mistakes, catastrophic things will happen; No matter what I do, something bad happens; I can't do anything right; Being good does not get me what I want; if I try to get what I want or say what I think, I will lose the love and approval I need; I am nothing without other peoples' approval"
>
> (Earle & Crowe, 1989 pp. 19, 71-76).

Thus, some children were not taught that they are valuable in themselves, they feel that they are worthy only when they are valuable to others (Rothenberg, 1990; Wegschieder-Cruse & Cruse, 1990). It's very difficult for children to believe that they are lovable with so much self-hatred, Love and Robinson (1990) remark. These authors assert that because of parental rejection, some children actually believe that if only they can act as if they are more than they truly are, their parents would love them. Unfortunately, no matter how hard these children try to conform to an often unspoken ideal, the negative messages stay with them, the writers acknowledge.

According to Peck (1978), a person's resulting behavior emanating from a poor self-image may take the form of the child becoming neurotic (assuming too much responsibility and making themselves miserable) or becoming a person with a character disorder (making everyone else miserable, including their children, by not taking responsiblity for their parenting). Peck adds that poor self-esteem also occurs as a result of the parent never listening to the child. Most couples, according to this author, never really take each other very seriously. Consequently, the children's opinions may similarly be regarded as of having little importance.

To summarize: a poor self-image has been rooted in chaotic home environments, poor mirroring, and a faulty belief system. Efforts to change this self-image by being or behaving in a certain manner that perpetuates the image are futile, according to many authors. The negative messages that create a downward self-esteem spiral are perpetuated by the voice of an internal parent.

Control-Dependency

Control dependency or co-dependency is, in the writer's opinion, about power. Miller (1992) discusses the "control disease" (p. 28) as crazy behaviors that people act out in a futile attempt to feel safe in relationships. Among these, he mentions attempts to control events and people in relationships in an effort to deaden emotional pain.

At times, the symptoms have been easier to identify rather than exacting an accurate definition of this topic. The reader is referred to Mellody, Wells-Miller, and Miller (1989) for further study of the symptoms of co-dependency. In an effort to reach a definition of the disease, Ray (1989) refers to the use of caretaking activities. Bradshaw (1988a) states that co-dependence is "...a recognizable pattern of fixed personality traits, rooted in the internalized shame resulting from the abandonment that naturally happens to everyone in a dysfunctional family" (p. 165). He calls it an addiction to something or someone outside of oneself. Co-dependents, he points out, are always on guard, often in a hypervigilant manner, against life-forces they believe threaten them.

In addition to those descriptions of co-dependency, Whitfield (1987) adds that disease to be: "...any suffering and/or dysfunction that is associated with or results from focusing on the needs and behavior of others" (pp. 28-29). These people, he points out, neglect their true self and needs because they become so focused on the important people in their lives. They deny and cover up their genuine feelings to such an extent that psychic numbing, a characteristic of Post-Traumatic Stress Disorder (PTSD), may occur, he writes.

Co-dependents, Wegscheider-Cruse (1985) maintains, are continually stressed, are unable to have spontaneous fun, are intent on keeping their feelings inside, and are obsessed with spending massive amounts of time preparing for coming events in an effort to control their reality. As they are constantly preparing for some upcoming event, she explains they are unable to enjoy each day's activities. Wegscheider-Cruse defines co-dependency as the "...inability to experience wholeness or to function adequately without the certainty that one is actively being cared for by another" (p. 162). She contends that the disease disables co-dependents (Wegscheider-Cruse & Cruse, 1990) since they attempt to find their identity through dependency on compulsive behaviors or by approval from others. Indeed, "security through dependency" (Viorst, 1986, p. 213) is the agreement between two people in a co-dependent relationship. In the writer's judgment, co-dependents believe that they acquire self-worth through their helping activities.

Thus, many aspects of co-dependency have been treated in this section. Co-dependents have identified with their lovers to such an extent that their joy in life has been stifled. In turn, the lover who has become the "focus person", may feel smothered by the controlling partner's attempts to feel secure in the relationship. These partners often become enmeshed in each other's emotions and, in effect, lose their own identities in the relationship.

Compulsive Behavior

Earle & Crowe (1989) explain that compulsive behavior serves as a relief-providing activity when members in a dysfunctional family system live with their emotions shut down,. They remark that addicts in particular engage in many forms of compulsive behavior. This repetitive activity is an attempt (Viorst, 1986) to restore people to an earlier state of feeling. That feeling, could equal a recreating of the security of living in the womb. Bradshaw (1988a) includes among these repetitive activities which alter people's moods: eating, drinking, working, sleeping, achieving intimacy, achieving orgasms, playing, and worshiping. The key, he explains, is to become so busy and distracted that people are taken out of their real feelings. Underlying their surface emotions, he adds, are anger, sadness, hurt, and loneliness.

Repetition compulsions, according to Bradshaw (1988a), are cyclical in nature: the pain is felt, the relief-providing compulsion is performed to take the person out of pain, and a depression sets in because, once again, the individual has done something that has caused shame. The guilt that is felt, the author continues, merely has added to the original pain, thus setting the body in motion to continue the cycle. A downward spiral is effected, and as each cycle is performed, the person sinks deeper into despair. Thus, he affirms that while the feeling exists that the repetition compulsion provides the needed relief, it, in effect, is leading the person deeper into a feeling of hopelessness and despair.

These "quick fixes" (Whitfield, 1987, p. 30) relieve tension only temporarily. They include a wide range of behaviors, which the author says, include intense relationships, abusive alcohol or drug use, controlling another person, overeating, oversexing, overspending, or over-attending self-help meetings. Any activity that will take away feelings of rejection and guilt may take the form of a repetition compulsion., according to Wegscheider-Cruse (1985).

Some, as an example, may feel stress or loneliness. In these instances, since the feelings are uncomfortable, an overwhelming desire to eat or to masturbate may occur. Once the person engages in these activities, the pain is no longer felt as the system is temporarily satiated. Afterwards, the person feels an overwhelming sense of guilt and despair that comes from engaging in the activity in the first place. These uncomfortable feelings, in turn, are the fuel that leads to the repeating of the activity. And the cycle continues.

Hence, compulsive behavior has been seen as a repetition compulsion. The cycle includes an inability to tolerate uncomfortable feelings, preforming a ritual to take away the feelings, and feeling depression as a result of acting out the repetition. This depression starts the cycle over again, thus leading the person deeper into despair.

Perfectionism

The writer believes some troubled families possess a need to be perceived as being perfect in every way. They have, in many cases, stylish houses, clothes, and cars. And their outward appearance tends to rigidly conform to an often unspoken, accepted norm. There is, the writer maintains, a need to attain perfection by looking, acting, and thinking like "they" do. Perhaps the attempt to reach this illusive ideal of perfection is the driving force behind the advertising agencies' efforts to market their client's products.

Be this as it may, the avoidance of anything deemed to be inferior, bad, or wrong in the eyes of others, organizes the life of these families (Bradshaw, 1988a). There is a real fear that they will be exposed as being less-than-perfect. They are driven, in effect, to do acceptable things and become the acceptable norm. Wegscheider-Cruse (1985) admits, in this regard, that she never could be satisfied with her accomplishments. She always had to try harder and to do better. Driven to measure up to an ideal that couldn't realistically be acheived, she invariably failed each time.

Furthermore, Wegschieder-Cruse and Cruse (1990) explain that it is common to find people with eating disorders in these families. So intense is the need to have the perfect body, that some will go to any lengths to achieve this result (e.g., starving, purging).

One woman's father who was very judgemental and picky concerning her behavior as a child, is cited by Mallinger and DeWyze (1992). This caregiver had, these authors state, "inflexible views on the "right" way to do everything" (p. 5). As a result, the woman greatly feared making mistakes, which curbed her ability to take risks and enjoy any of her achievements. Her father's rigid teaching instructed the child that her best, no matter how hard she tried, was never going to be good enough.

This drive to live up to a parent's unrealistic and often unspecified ideal may lead to the child committing suicide or murder. If a 4.0 student with aspirations of entering into an ivy league college receives an 80 on a physics test, for example, either of these results may occur, Cone (1991) writes. Viorst (1986) offers that a B- grade from a history teacher, for instance, is equal to failure for these students. The resulting shame is often unbearable for these children.

Thus, in troubled families, perfection is an expected ideal for behavior. Oftentimes, this ideal is indirectly communicated. Consequently, the inner child is sacrificed (Leguin, 1990), seeking the promise of this ideal. And this ideal is impossible to realize as no one really knows, in the writer's opinion, what the standard's specifications are.

Addictions

Addictions, according to Bradshaw (1988a), kill the pain of the inner self and force the user to become another in the quest to be happy and lovable. The author contends that these people, in an effort to avoid feeling as bad as they really do, turn to addictions. One reason, he asserts, may be due to the fast-paced societal changes that have devastated the parental rules that once were accepted. In fact, a major part of American culture will become addicted in an effort to avoid the pain caused by these variations. He lists the following figures as a consequence of these changes:

> "Sixty percent of the women and fifty percent of the men in this country have eating disorders. ...sixty million are seriously affected by alcoholism; sixty million are sex abuse victims; ...one out of eight is a battered woman; fifty one percent of marriages end in divorce and there is massive child abuse" (pp. 6, 172).

Bradshaw (1990) reveals that most people are unaware that addictive behavior can continue well after substance addiction is stopped. He maintains (as does Woodman, 1990) that working, eating, and smoking are some forms of mood alteration that may take the place of drug or alcohol use. He sets forth that a drug user may unconsciously turn to sex as a "high," in order to fill the inner child's insatiable needs. He affirms that these secondary, or stage II addictions may be used either singlely or in a group, in an effort to give the body relief. The reader is referred to Hart (1990) for a partial list of "hidden addictions" (p. 4).

Addictions have been defined as "...a pathological relationship to any form of mood alteration that has life-damaging consequences" (Bradshaw, 1990, p. 80). He adds that obsession forms the beginning, the thinking element, of addictive activity.

Thus, an addiction may involve a substance, an activity, or a person. Kasl (1989) reports that obsession involves a stimulus to an addictive behavior, especially in the case of sex addiction. And rejection, in love relationships, serves as the trigger for an obsessor to act on internal possessive feelings, as Forward (1991) points out. In these cases, she comments that the object, or target of the obsession becomes like a god to the obsessor. The source of the power that the obsessor's targets possess remains a mystery. No one, according to her, really knows why one person can hold so much power over another in an obsessive relationship.

In addictive relationships (Delis, 1992; Halpern, 1982; Miller, 1989), the target people may become known as attachment fetishes. In such relationships, people with addictive behaviors may lock in to lovers with specific qualities, possibly fitting some "template in their genetic memory" (Bly, 1990, p. 135). These lovers may have triggered memories of the early relationship between the mother and the child. Specifically, this applies to the symbiotic stage when children's needs were not met. The adult-child now looks to that person, according to these writers, as a human resource by which these unmet needs may be resolved. Consequently, the writers maintain, the sensation that accompanies this relationship, with all of these unconscious feelings involved, is so pleasurable that a resulting addiction to the person sometimes occurs.

Since feelings are numbed as a result of early trauma, according to Bradshaw (1990), addictions become the only way a person can feel. These emotions do not reflect the person's real inner feelings, but nevertheless are pleasurable, the author explains. A person may even become addict to the emotion of joy and thus constantly display a frozen smile. Bradshaw says these people, as children, were forced by their caregivers to always be cheery and happy. The message was to believe that everything is okay within the family, denying that the child may be hurting inside. The writer believes that it is not uncommon for these people to have difficulty seeing anything bad. They negate their real feelings. Their true emotions are hidden under the ever-present smile even when someone close to them has died.

All addictions must be identified, in the writer's opinion, in an effort to resolve the difficulties that stand in the way of leading a healthy, fulfilled life. If not, the addict will continue with the behavior of a dry drunk, according to Wegscheider-Cruse (1985). The author clarifies the use of this term by explaining that a person, in this case, may have stopped the abuse of substances, but will behave as if still using. This behavior, according to the author, has devastating effects on the family. Each member adopts a corresponding set of behaviors that relieve stress due to the focus person's unstable behavior. Wegscheider-Cruse confirms that drugs or alcohol may be replaced by marathon running, using much sugar or caffeine, or applying specific behaviors.

Woodman (1990) maintains that the body sends signals to the mind for a reason. The writer believes that when people feel specific,uncomfortable sensations, they should pay attention to what their bodies are telling them. Unfortunately, as before stated, addicts don't tolerate uncomfortable feelings: these are generally viewed as abnormal and are often silenced with alcohol, drugs, or some other form of compulsive activity.

Thus, chemical or activity addictions take various forms. These behaviors caused by addictive activities have had serious effects on the family. A person with addictive behaviors may even become addicted to a person in a relationship. The problem involves each person taking a hard look at the addictive patterns that drain life's energies.

Love Addiction

The fastest growing addiction in America today, according to Bradshaw (1988a), is sex addiction. This point was also made by Bradshaw in a lecture the writer attended at the Miami Beach Convention Center in 1991. Thus, this addictive activity is discussed in a separate category, apart from the preceeding section.

Carnes (1983) separates various forms of sex addiction into three levels: Level one behaviors, he asserts, are viewed as being generally acceptable with law enforcement personnel placing a low priority on prosecuting such activity. Level three behaviors, at the other extreme, seriously violate the law; criminals are prosecuted vigorously for these offenses. Level two behaviors lie at some point in between. For more information on the three levels of sex addiction, the reader is referred to Carnes (1983, pp. 54-55).

It is the writer's theory that any pleasurable feeling may become addictive. Sex becomes addictive then when it is used to take people out of their uncomfortable feelings. For example, masterbation, a normal, generally acceptable practice, may become an obsessive-compulsive activity for both males and females (Earle & Crow, 1989, pp. 49-50). Compulsive masterbaters, according to these writers, do so frequently each day. Life for them is out of control. Since their belief system includes the certainty that nobody cares, they either consciously or unconsciously take care of themselves sexually.

Sex addicts, according to these authors, feel that sex is the one thing in life that they can control. This belief was learned early in life by many. Adams (1991) points out that children, especially those who have been emotionally abandoned by their mother, learned to masterbate compulsively at an early age in order to compensate in some way for their ever-present inner pain. This practice also is multi-generational in nature, in the writer's opinion, as are all addictive practices. Masturbation is a form of "acting in" whereas actively participating in sexual affairs, according to Kasl (1989), is a form of "acting out" in sex addiction.

The earliest relationship occurs between parent and child (Love & Robinson, 1990). Since intimacy is shared in the form of communicating one's innermost feelings and thoughts, sexual feeling is natural in this situation, these writers state. Sexual feeling accompanies communication whenever a man shares his innermost thoughts and feelings with a woman, and vice versa. However, sexual energy in the parent-child relationship, according to these writers, takes the forms of either repression or expression. Expression on the part of the child may occur "...in the form of excessive masterbation or promiscuity" (p. 54). The parents, they assert, must repress these inappropriate urges in order to maintain healthy relationships with their children. Furthermore, they claimed that adults who had brief, secretive affairs with strangers most likely were not permitted to have normal dating experiences as teenagers. The writer believes this stifling is due to the inappropriate bonding that occurred early, between the child and the opposite-sex parent.

Bradshaw (1988a) maintains that sexual abuse may occur partly because it is expected, in family relationships, that children obey and honor their parents. Consequently, parents must, in the writer's judgment, always be careful to not cross the line that exists in this earliest relationship, due to the negative consequences that will ultimately occur to the child both now and in the future, when the child engages in love relationships. For further reading on sexual addiction, the reader is referred to the book Women, Sex, and Addiction (Kasl, 1989) as well as the books by Carnes (1983) and Earle and Crow (1989) already cited.

Therefore, this writer has stated that any sexual practice may become an addiction. In this regard, the writer primarily discussed masterbation (a) as an appropriately healthy practice when used moderately and (b) as an inappropriate addictive activity that produces mood-altering effects when used compulsively. In addition, emphasis was placed on parents becoming healthy relationship role models.

Relationships

Children have learned to form relationships with others partly by observing their parents. Much of this training, is indirect in many families. Wolter (1989), in writing on some of the early lessons he learned, includes: not asking for anything, living on indirect communication, distrusting comfort, and living in isolation. He writes that as a result he feels punished or manipulated when a lover gets sick, he chooses lovers that are unavailable emotionally, and he has difficulty receiving love.

Further, he would give up his self in order to become what he thought his lover wanted him to be. He was, by his own admission, rearranging his life for his lover even while she would be having affairs with other men. These types of lovers, he claims, are unpredictable. They may be warm and nurturing one moment and become emotionally unstable the next moment. Wolter admits he choose these women in relationships because of his family role models. He points out that since his family was unhealthy, he, chose partners that would duplicate this familiar, painful relationship. As a child, he internalized the blame for his family problems and, now as an adult, he continued this childlike behavior in his love relationships.

Being attracted to women who feared being abandoned, he claimed that he was subject to being used and then abandoned himself. Women the author dated always abandoned their lovers first, the author states. This action was prompted on the part of the women, he asserts, by an unconscious belief that they must be the first to leave in a relationship. He expresses that this action was necessary according to their belief system, or they would be the ones eventually rejected and abandoned. Thus, according to the author, these women felt power when they were the first to leave a relationship.

Sometimes the partners in marriage realize that the spouse can't make them feel complete. Bradshaw (1988a) explains that a relationship void is felt at this time. Even so, he says a conscious or unconscious decision is made to have children so that the children will begin to fill the spouses' unmet needs. In this way the pattern is carried into the next generation as learned behavior.

In many cases, relationship intimacy is confused with conformity or enmeshment, he asserts. The writer clarifies this problematic belief: spouses must be exactly alike in a healthy relationship; any disagreement is a threat to intimacy. In this regard, the relationship belief is based primarily on unhealthy efforts (Bradshaw, 1988b). An "if only" mentality, he suggests, rules these lovers' thinking: if one tries to give more love, attention, and sex, then maybe the other will show the same feelings in return with equal or greater intensity.

Kasl (1989) points out that in addictive relationships, a co-dependent spouse may live in a horrible situation for months or even years on crumbs of memories of previous good times together. Bradshaw (1988b) writes that these relationships stay together due to the spouses' fear of abandonment. He contends that people re-enact their early childhood relationships with partners that possess the qualities of their parents, in an attempt to resolve the conflict and to move on in the developmental process. He set forth that this effort never works, however, because the children are now adults and, consequently, they need to grieve the loss of their troubled childhood relationship to their parents.

Trust in relationships is difficult for the adult with unmet developmental needs, according to Bradshaw (1990). He mentions that this mass of needs lives inside each of these adults. And, as a result, no amount of love, affection, or attention will fill the inner void left by this earliest relationship. The child with these unmet needs, he expounds, possesses an insatfable desire to be hugged and touched. This author comments that these children will tend to marry a spouse with abandonment issues, once again fitting the pattern. These children have a fear of engulfment, or a fear of losing themselves in the relationship. As the partner with abandonment issues comes closer, the one with a fear of engulfment often runs away, he asserts. The sensation, the writer believes, feels like smothering.

Bradshaw (1990) theorizes that the child inside never grows up, treats everything in extremes, and runs either to be fixed by mothering women or to fix needy females. Thus, the inner-child confuses security with control, intimacy with intensity, and care with obsession. He maintains that the confusion occurs because the child's healthy sense of self was absorbed by the mother when the child was an infant. The infant became enmeshed in the mother's emotions and actually felt her feelings. Bradshaw points out that the child, in effect, became whatever the mother affirmed the infant to be; she defined the child.

According to Whitfield (1987), most people never got their needs met as children in order to form healthy adult relationships. He states that 80-90 percent didn't receive proper nurturing. Consequently, relationship problems occur. One troubling problem, according to Wotitz and Gardner (1990), is that some have a tendency to give in a relationship when they are not receiving anything in return. In addition, other people's problems, they claim, become their own. Consequently, Wegscheider-Cruse (1985) asserts that they soon begin to develop fixed behavioral relationship patterns that focus on the other person as a result of a fear of separation.

Wegscheider-Cruse & Cruse (1990) mention emotional intercourse as an important element in a relationship. They define this aspect as the sharing of feelings that includes the possibility of sexual contact. It's important to understand, in the writer's opinion, that the commitment, trust, and understanding that an intimate relationship demands develops gradually (Love & Robinson, 1990; Wegscheider-Cruse & Cruse, 1990). According to these writers, this sharing is difficult when the obstacles of learned relationship behavior have not been worked through. Earle and Crow (1989) express that learned beliefs about sex are often strained, stressful, and filled with concepts of evil and sin in the families of origin of many people. Among these people, feelings were repressed and natural urges were replaced by addictive activities, the writers explain.

At times, the parent-child bonding is so intense, and feels so good, that when the child grows up, he keeps looking for that special person, that will give the same feeling. This lover will make the grown woman feel the same high that the little girl felt when she was with her father (Love & Robinson, 1990). If the child happened to be the special one, a fear of getting close to anyone is a common problem, according to the authors. Adams (1991) refers to these special ones as victims of covert incest. The underlying symptoms of anger and rage, he points out, are covered with the child feeling idealized and privileged due to being the recipient of the caregiver's attention. However, there often is a need in adult life, Love and Robinson (1990) affirmed, to recapture the intensity of the early relationship, in a way that fuels the drive to form new intimate experiences.

The need for a mother to become inappropriately bonded with her infant, is made manifest when she marries a person that doesn't fill her needs, Love and Robinson (1990) affirm. In effect, a destructive cycle is set in motion. The authors explain that the child, now a mother trains her infant to fill her needs in the same way that she, as a young person, was used to fill the needs of her parents.

Knowing all of this, many fail to accept that a real love relationship begins only after the estatic feeling of being in love fades, according to Peck (1978). He declares that this estatic feeling emanates from a collapse of defenses that allows two people's identities to merge. However, due to personality differences or the pressures of life, a splitting apart inevitably occurs and it is at this point, he asserts, that the real work of loving begins. This love cannot begin (Lowen, 1990) when lovers don't ask for what they need, when lovers don't give up a need to dominate and control each other (Miller 1992; Stein, 1990b), and when they refuse to become vulnerable in their relationship (Osherson, 1990). A close relationship begins, these writers maintain, with honesty, reciprocity, and vulnerability.

In the writer's opinion, feeling empathy is a key problem in this ongoing commitment. Often, a lover lacks the capacity to feel what the other lover is feeling. This is especially true, according to Piaget (1991), when people with accommodating characteristics are involved in love relationships with controllers. Simply stated, it is extremely difficult for controllers, by their nature, to feel what others' feel. Peck (1978) identifies narsissistic individuals as lacking this special quality.

These partners have an incredible capacity, in the writer's opinion, to see everything exclusively from their own viewpoint. The writer believes that everything which occurs in such relationships is perceived by one of the partners from a position of entitlement: "the belief that one deserves to be given to without reciprocal expectation" (Johnson, 1991, p. 200). Commenting on the complex problem, Viorst (1986) suggests that lovers' unreliable early attachments to their mothers may lead to a "childhood symbiotic psychosis" (p. 29). This feeling of enmeshment, she clarifies, is an attachment dependency that evolves when two lovers become one emotionally. An identity confusion (Rothenberg, 1990) occurs and separateness from the lover in this relationship becomes intolerable. As a result, the writer believes that the accommodating partner will endure an enormous amount of abuse when enmeshed in a love relationship with a controller.

Viorst (1986) explains that a woman may continually seek a man to fill the void in her life even after he has turned away. When the man is incapable of filling the woman's unmet needs, she becomes angry. If the man is already involved with another woman, this provides an extra dimension to an affair, Viorst says. If she can win the man, it may prove, according to the author, that she is a better woman than the lover he is already committed to. Or, Viorst points out, it may reveal an angry, unconscious attack on her mother, who didn't take care of her father and consequently lost him to death.

For whatever the reason, Viorst (1986) asserts that once this woman has made the man her lover, her interest fades. The cycle repeats itself in another relationship. Of course, this pattern is also true with men in relationships, Hillman (1990) has asserted. And according to Bly (1990), Keen (1991), and Von Frantz (1990) the male in this sense is often looking for an illusive mother-goddess to fill his inner void.

Finally, Viorst (1986) comments that surface beauty, is of primary importance for many women. It is not uncommon for some women to liken growing old, where their features change, to being castrated, the author explains. Their sense of self is so greatly tied to their outer image that once the power of attraction dies, so in effect, does their life. The writer sadly believes this resignation has to do with too much emphasis on image qualities and not enough cultivation of character attributes (See Delis, 1992, pp. 21-22 for a list of attractive qualities, character attributes, and image qualities).

Thus, the writer has explained various obstacles that stand in the way of cultivating healthy adult relationships. Further, relationships are set up for failure when partners expect each other to fulfill unmet childhood needs. Lastly, relationships are prone to failure when the arrangement's vital nurturing work is not forthcoming.

Personal Boundaries

Bradshaw (1988a) states that children in many families are not permitted to have their own space, thoughts, feelings, or needs. Boundaries, he writes, are not understood by them because of family of origin enmeshment. No feeling of individuality exists in these systems, even to the point of one family member taking an asprin if another member is sick. This author adds that when boundries are not known, people will either let everyone enter into their personal space or will construct a wall that prevents anyone from coming in. Further, he asserts that these enmeshed people feel what others feel and are manipulated by strong emotions.

A boundary has been defined by Woititz and Gardner (1990) as a limit or a barrier that divides one person from another. Miller (1991a) likens a boundary to an invisible protective fence, similar to a mason jar, that keeps people from entering into their space to control them by getting them to do things before they have a chance mull it over. Piaget (1991) identifies the many tactics controllers use to transgress people's boundaries. The reader is referred to his book for further study.

Boundaries are needed to protect people from being touched or victimized, according to Earle and Crow (1989). And when enmeshment occurs (e.g., in a fused relationship), Whitfield (1987) explains one's rights and needs tend to go unfulfilled. Love and Robinson (1990) agree: they explain that these people are never sure where they begin and others end in an emotional sense because their boundaries are so fragile. Others, in reaction to the hurt experienced in their lives, may build a wall around themselves (Evans, 1977). Walls, as Miller (1991a) points out, may consist of anger, fear, silence, or words. These protective barriers serve to hold offenders at bay, but also prevent the user of these walls from getting emotionally close to anyone. As a result, an intense loneliness prevails, due to the lack of intimacy with others. For further information on personal boundaries, the reader is referred to Miller (1991a, pp. 235-244).

Thus, boundaries were not learned by many children in their families of origin. As a consequence, isolation or enmeshment were resulting behaviors. These unhealthy actions are destructive in relationships and, as a result, intimacy is negatively affected.

Hispanic Acculturation, Personal Growth, Academic Achievement, and Professional Development.

McCune (1986) is among those who forsee a major shift in the population within the next few decades. During this period, the majority of the workers in this country will be made up of minorities and women, McCune writes. She says Hispanics will form the largest minority group in the United States. Unfortunately, the writer believes, a majority of Hispanics will be restricted to performing menial labor tasks, unless they have adequate schooling, guidance, and goals.

Hispanics, who have left their countries of origin to seek a better life are sinking deeper into poverty, according to Kantrowitz and Rosado (1991) and Palmer (1991). They add that their children possess little hope for success in this country. In the writer's judgment, education means little for most Hispanic children, whose basic needs are not being met. Walker and Sylwester (1991) affirm that the resulting anti-social behavior may be caused by children living in "poverty-stricken, dysfunctional homes with parents who have limited parenting skills" (p. 14).

Numerous Hispanic parents, according to Goldenberg and Gallimore (1991), really want to help their children succeed academically. Stemmer, Brown, and Smith (1992) suggest that parents motivate their children by: (a) giving them responsibilities, (b) teaching them to plan in advance, and

(c) learning what the school expects of their children. But, the writer contends, many Hispanic parents need to be shown how to facilitate the communicative process between the home and the school in this country in order to effectively support their children.

Goldenberg and Gallimore (1991) point out that some Hispanic caregivers, in fact believe that the academic standards in this country are lower than those of their countries of origin. Clifford (1990), in this regard, stresses that easy success and not enough challenge in public schools may be partly the reason for this perception. Even with the belief that schools propagate easy success, Taylor (1992) stresses the necessity of obtaining further education, even beyond high school:

> "If a man has only a high school diploma or is a high school dropout, there's less chance he will even have a job. In the past 20 years, such men have seen their earnings drop by 40 percent, in inflation-adjusted dollars" (p. 4C).

For numerous Hispanics, education is already seen as valuable. However, the view is limited: what more of them need to be shown, in the writer's opinion, is that education in this country can make a major difference in their child's economic future and personal growth.

The writer further believes that it is urgent to instill education's value, in the minds of Hispanics, whose national dropout rate stands at 40 percent (Hancock, 1992). Visiedo (1992) points out that 47 percent of this county's students enrolled in public schools are Hispanic. The challenge for educators is at hand to teach these children that they can make a difference by proactively effecting a positive "paradigm shift" (Covey, 1990 p. 23) to shape their futures. According to Garza-Flores (1992), teachers must, without a doubt, believe that Hispanic children are capable of being successful. The writer hopes that the perceptions and attitudes of the present cultural impasse (Blades, 1992) between mainstream America and Hispanics will be positively transformed.

Problem-Solving Project Not Available To Meet Student Needs

As a result of the changing family system (McCune, 1986), schools have not responded in an organized, structured manner to meet students' needs, the writer believes. Society's present shift, from an industrial to a global economy, has presented new challenges (Black, 1981; Filkins, 1991; Laughlin, 1991; McCune, 1986) that educators are not facing in an organized course of study. At present, the writer believes, a fragmented approach is utilized to help resolve the problems brought about by family difficulties: school counselors meet with students on an individual basis and trust counselors conduct group meetings modeled after the 12 steps of Alcoholics Anonymous.

What is sadly lacking, according to Guber (1991) and Minton (1991), is a class, or a structured, sequential module of study that deals with the specific problems mentioned in this report. Structured, for-credit, small-group sessions which are devoted to its participants discussing these issues in an organized manner simply do not exist. Hence, the writer believes many students will continue to live with a great deal of emotional pain because of not receiving the information that may enable them to start the journey toward realizing personal growth, academic success, and professional development. In addition, if the harmful parenting cycle is not interrupted with a healthy intervention, the next generation of children will enter public schools with the same problems as their parents, the students of today.

At present, many parents blame student failure on the school system. Branden (1990) points out that most of these people, now parents, still carry painful memories of their own prior school experiences, wishing that these had been different. The writer believes many parents are disillusioned, detached, or frustrated with present public school education.

Bradshaw (1990) quantifies the problem of adult-children, pointing out 29 million Americans have suffered emotional damage because of early family trauma. He criticizes school systems, whose employees continue to place emphasis on obedience, memorization, and teacher-centered instruction, while societal problems are not being addressed. Although the writer acknowledges that many teachers have adapted their instructional methods to keep in step with global changes, he believes that many students, even with these changes, will not succeed. The resulting failure, the writer stresses, is due to the fact that that they don't know how to identify or work through the problem areas presented.

Therefore, the writer believes that school restructuring is not proactively dealing with the problems discussed in this report. A systematic approach is needed. It is this writer's theory that a for-credit instructional module should be implemented in school systems to focus on these problem areas.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals, Expectations, and Outcome Measures

The following goals and objectives were projected for this practicum. The primary goal of this problem-solving project was to familiarize Hispanic students with dysfunctional family patterns. By increasing student awareness of the resulting learned behaviors, the writer expected his implementation group to effect positive personal changes so that they would be able to proactively transform their relationships with others, thus acting in their own best interest. As a result of having identified these problems and solutions, the writer believed that Hispanics would realize the importance of effecting personal growth, striving toward academic excellence, and making plans for professional development. In effect, they would strive toward reaching their full potential.

The writer projected a secondary goal relating to Hispanics becoming aware of the problems surrounding cultural adjustment. These issues were, in a sense, two aspects of one theme. The writer has forwarded the opinion that the learned behavior discussed in this problem-solving project, is evident to a measure in all families regardless of the culture. With this in mind, a portion of the problem-solving project was devoted to discussing the general themes of acculturation and achievement of students in Hispanic families. The writer planned to evaluate, in proper English form and style, all written assignments. The goal was to educate Hispanics on topics relating to dysfunctional families and to discuss how acculturation relates to these issues.

Therefore, the primary goal was to educate Hispanics on issues relating to dysfunctional family members' learned behavior to promote personal growth, academic success, and professional development. A secondary goal related to discussing how acculturation is negatively affected by the student engaging in these learned behaviors.

Objective I

The writer will select ten Hispanic students from English as a Second Language (ESOL) classes to participate in this problem-solving project. These students will be chosen based on their responses to a survey (see Appendix A). This small group will meet in a separate room, on this instructor's planning session, once every two weeks, during the eight-month implementation period. Grades will be earned relating to English form and style for all work assigned. These scores will be included in each student's nine-week ESOL grade.

Objective II

Each student will be expected to keep a personal journal. Through journal-writing, students will express their reactions and feelings toward topics discussed in small group sessions. This writer will collect the journal entries and provide feedback every two weeks. In sum, this internalization process will serve to keep the students focused on the discussions.

Objective III

For measurement purposes, these students will take tests designed to estimate their cognitive understanding of the topics. They will be administered at the beginning and at the end of each of the five study areas. These pre- and posttests will be given in a short essay format. The on-site trust counselor, a teacher with a background in psychology, and this writer will evaluate these tests (see Appendix C). The Appendix B survey results will be employed to measure student attitudinal changes. This survey will be given at the

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beginning of the implementation period and at the conclusion of this eight-month problem-solving project. Furthermore, a final report will be assigned, synthesizing and evaluating the content of the implementation period's 16 one-hour sessions. It is anticipated that seven of the ten students will experience: (a) positive changes in attitude shown by positive variations in ten responses on the Recovery Potential Survey (see Appendix B) and (b) an accumulation of knowledge shown by a one letter-grade score improvement on short essay tests (see Appendix C) of the subjects discussed.

Measurement of Objectives

Cognitive Outcomes. This group of ten will take a short-essay format test (see Appendix C) at the beginning and at the end of each of the five clusters. The writer has formed each cluster of discussion topics to simplify student acquisition of knowledge during the eight month implementation period. The writer calculated the division necessary since this 16 session problem-solving project includes 23 problem areas, 14 specific solution topics, five general solution discussions, and four Hispanic student improvement themes.

Affective Outcomes. Primarily, attitudinal changes will be measured by use of the survey in Appendix B. This survey will be administered twice: at the beginning of the implementation session and at the end of the eight-month period. Secondly, student journals will provide a source of evaluation. During the two weeks between each hour-long session, students will record their thoughts and feelings relating to their attitudes on each session's content. The writer, in turn, will respond personally, in English writing, to each student entry as Staton (1987) suggests. In addition, the writer will monitor the positive and negative threads of change in student writings. Third, assignments relating to class discussions will be given. And finally, a summative evaluation assignment will take the form of a student paper. In this end of the year paper, students will synthesize and evaluate the effectiveness of the sixteen sessions.

Therefore, the instructor will measure knowledge by use of tests (see Appendix C). Also, attitudinal changes will be measured with a survey (see Appendix B). In addition, students will keep a journal as an aid to record, process, and internalize class discussions. Likewise, homework assignments will be given. And lastly, a synthesis report will be written as a summative evaluation assignment.

Mechanism for Recording Unexpected Events

The writer will keep a journal to record class events. The journal entries will include anything deemed to be of value: observation of class activity, reaction to different types of assignments, and documentation of successful experiences. Further, each student will be given a personalized response to each assignment given. These responses will be kept on a computer file, thus compiling an ongoing record for each individual.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

This problem-solving project has emanated from the stated need of many Hispanics to learn about dysfunctional family patterns. The resulting learned behavior, the writer has maintained, has discouraged acculturation, personal growth, academic success, and professional development. The writer alleged, in Chapter II, that these patterns have kept many Hispanics from reaching their full academic potential. Further, since these dysfunctional learned behaviors carry life-long consequences, the writer believes an intervention is needed. The intervention propogated, in this problem-solving project, takes the form of 16 one-hour, bi-weekly educational sessions in the public schools. The purpose of these classes is to show young Hispanics that they can proactively make positive changes in their lives.

This county's progressive school system, the writer believes, employs many workers who attempt to deal with young people's problems. In contrast, the writer opines, that many American school systems refuse to acknowledge that it should be their responsibility to work toward solving these problems. Consequently, young people suffer. This county has school counselors, psychologists, and trust counselors who have helped students through crises. Moreover, crisis response teams have been available to try to resolve a number of difficult situations as they arise. However, this writer has maintained that none of these strategies offers a systematic approach toward solving the problem of dysfunctional learned behavior. For this reason, the following 14 topics will serve as an introduction to the specific solution strategies based upon the problems discussed in Chapter II. The writer groups these solution topics based upon his reading of Bradshaw (1988a; 1988b; 1990):

1. Families
2. Emotional Invasion
3. Dependency Needs
4. Hole in the Soul
5. False Self
6. Inner child
7. Healthy Shame
8. Healthy Self-Talk

9. Healthy Self-Image
10. Co-dependency
11. Addictions
12. Love Addiction
13. Just Quitting Substance Abuse Isn't Enough
14. Healthy Relationships

In addition, the writer lists the following five topics as general solution themes to the 23 problem issues stated in Chapter II. The writer considered these general solutions, apart from the others, due to the need for their ongoing maintenance in people's lives. Thus, the five general solutions are:

1. Healthy Boundaries
2. Grief Work
3. Recovery
4. Higher Power
5. Support Groups

The writer also added a section to deal with the following four themes: Hispanic acculturation, personal growth, academic achievement, and professional development. The writer has forwarded the opinion that the problems mentioned are compounded by cultural changes when Hispanic families move to this country. The writer believes that a symptom of these problems is shown in the dropout rate among this ethnic group: it is the largest of any other minority in the United States. Solutions will apply to Hispanics in particular in the last section of this literature review.

Review of the Literature

Families

A healthy family system, according to Bradshaw (1988a), is formed when each member possesses a solid sense of self. Bradshaw notes a difference between being accountable to and being responsible for the family unit. He explaines that accountability indicates a healthy relationship whereas responsibility for a family member denotes an unhealthy, caretaking role. People, he asserts, should be taught to love and care for themselves first, then encouraged to form subsequent love relationships. The writer agrees with the author: Only when people possess a solid sense of self-love can they consequently hope to fully love others.

In addition, Bradshaw points out that parents must acknowledge that a key element of their family role is to fill their children's needs. Beginning with this proper parenting relationship, these caregivers' next task is to encourage the necessary, gradual separation from the symbiotic parent-child bond. By separating, a healthy, proper relationship begins to form. Bradshaw states: "Relationship demands separation and detachment" (1988a, p. 221). Forward (1991) concludes: "Parental love is the only love where the ultimate goal is separation" (p. 199).

Bradshaw (1990) advocates researching family history so people can find out who they really are in a family system. In this regard, he advises, that people should write out information regarding their birth, their families (including preceding generations), and their relationship to their parents. By so doing, he mainteins, people can discover more about themselves, a finding that will lead to a healthy sense of personal identity. To facilitate this task, he outlines a writing process for each developmental stage.

Parents as role-models, according to this author, transmit information regarding gender identity, intimate relationships, healthy sexuality, and communication skills. He stresses the importance of transmitting healthy bonding between parents and children, a bonding that includes touching and emotional sharing. These intimate experiences add to the children acquiring a healthy sense of self. And though many people didn't receive proper nurturing, he has comforted many with this thought: the character that people possess at present is due to their imperfect childhood experiences. The writer believes that people are survivors: They suffered painful encounters that have been beneficial to them in interpersonal relationships. Consequently, these persons possess special empathetic "character attributes" (Delia, 1992, p. 21) that enable them to serve well in the helping professions.

For those caught in an unhealthy system, Whitfield (1987) advocates learning self-care: Doing what is in one's own personal best interest. He suggests that people learn to let go of control, to not try to alter their parents or anyone else, and to accept that others possess distinct identities. The writer believes that healthy separation occurs when people no longer feel enmeshed in other people's problems. As a result, they no longer enable significant people in their lives to continue their unhealthy behavior. Consequently, the writer believes, they tend to hope that if they practice healthy self-care, others in the dysfunctional family system will be positively affected by their personal growth and change.

For many reasons, at many times, parents, in families, often express strong emotions (e.g., anger, rage, fear). Earle and Crowe (1989) advocate that after the fact, parents should debrief their children, citing the reasons for their outward emotional display. All too often, they explain, parents control their children by labeling them with derogatory names, making them feel guilty, and listing virtually every favor performed for them. The authors believe that children don't need to hear these things, which is learned in their family of origin. And although they try to change an unhealthy pattern, the stresses of daily living often invoke the old parenting patterns, according to Earle and Crowe. Open communication softens these emotional blows.

Parents, at an appropriate time, must discuss the reasons for their display of strong emotions.

Earle and Crowe add that parents should further emphasize to their children that strong feelings aren't permanent. No one, they stress, can be happy or sad all the time. And the writer believes that many children of trauma actually have learned, on a subconscious level, that they must be happy all the time; being happy can be a defense mechanism to survive an unbearable family situation. The authors forward the opinion, that children must learn to talk about, to understand, and to release their feelings as a normal manner of coping with their development. It is the writer's conviction that if they don't learn to tolerate uncomfortable feelings, they may live their lives in denial displaying the frozen smile discussed in Chapter II.

According to Love and Robinson (1990), the invisible line that prevents adults from forming unhealthy alliances with their children must be respected by parents. The line's purpose, these writers claim, is to permit parents to meet their children's needs while time, preventing the children from meeting their parents' needs. They stress that independence as children grow up is encouraged in healthy families. In this way, they state children are equipped to survive on their own upon leaving the family of origin.

The writer believes that, in contrast, unhealthy family systems discourage separation and individuality. In many cases, the writer maintains, they even view their children's marriages as merely a welcome addition to their own family because they are the ones in control. Parents should never expect children to "marry into" their family (Love & Robinson, 1990, p. 183). Each family member must demand acceptance as being a unique individual with specific needs that must be filled by a broad range of people, the authors stress.

Love and Robinson advance the concept that parents must transfer skills that will be useful for their children's healthy separation (e.g., possessing decision-making skills, providing for self, accepting self-responsibility, and developing ongoing social skills that will lead to forming a wide range of friendships). Caregivers in dysfunctional systems, nevertheless, promote dependence. The writer believes the reason for this is the fear on the part of these caregivers that if they allow more freedom, their children will abandon them.

According to Viorst (1986), children must be encouraged to form separate identities because letting go of dependence includes letting go of unhealthy parental expectations. While Covitz (1990) spells out the expectations that most families have for their children, the writer believes that parents often mold their children to become educated for an occupation that they, themselves, may have wanted but were unable to attain. The danger exists, according to Bettleheim

(1990), that parents may wish to live out their unfulfilled dreams and expectations through their children. This wish may lead to resentment. Bettleheim offers this hope: Once negative parent-child feelings are expressed, healing has a chance to begin. The writer believes, however, that a mutual, loving empathy must be present for this healing process to be effective.

Future relationships are also affected, these writers explain, because of unfinished business stemming from family of origin difficulties. The writer believes that people must work through their painful pasts in therapy or with a trusted person. If not, Friel (1991) confirms that they will continually seek partners that will duplicate the unhealthy parent-child relationship. There is a subconscious desire in these cases to resolve an earlier crisis through one's present lover (Friel, 1991; Love & Robinson, 1990). For this reason, it is important, to accept parents and lovers, as unique individuals.

Peck (1978) writes of family problems that breed pain. He comments that it's important for parents to face these painful feelings and not hide them from their children in an effort to mask suffering. If pain is disguised as happiness, the author asserts, children may receive the misguided notion that happiness is normal. As a result, they don't learn to tolerate painful feelings; instead, they seek pleasure at any cost.

Learned beliefs such as these are easy to assimilate, the writer believes, since children assume that their parents are right most of the time. Peck declares that children tend to assign godlike qualities to parents. For this reason, he stresses, parents should: (a) be natural, (b) let their children know that they are loved and accepted, and (c) spend time with them in family activities.

In the busy 1990s, too many parents don't spend enough time with their children; often, they give them money instead. In this regard, Johnson (1985) stresses that money can only buy things. And although many parents think that things can fill the longing in their children's hearts, the writer believes that nothing can substitute for warm, reciprocal human involvement in relationships. In addition, the writer advocates that parents, at an appropriate time in their children's development, should confess that they don't know everything about caregiving. Consequently, they should encourage their offspring to be conscious of incorporating into their belief system the use of positive parenting techniques observed in other families.

Therefore, parents are to inspirit their children to become unique individuals. Also, parents should be conscious of the behaviors they model for their children. Discipline should be followed by debriefing; strong emotions should be viewed as temporary; and healthy change should be encouraged in families.

Emotional Invasion

Parents who depend upon their children to fulfill their unmet emotional needs must form healthy relationships with other adults. As Love and Robinson (1990) postulate, these caregivers often are not aware of the harm that they are doing to their children. And they won't have a chance to change their behavior until they have been made aware of the damage they are causing.

If a marriage is mired in difficulties, the parent who is overly-involved with a child needs to take the action necessary to initiate change, the authors state. They suggest that the involved parent seek counseling with the other spouse. If the spouse refuses, the involved parent should start therapy alone, they stress. Since emotional incest focuses on parenting as life's primary purpose, a wide range of friends and activity-related interests must be involved, Love and Robinson contend. Hopefully, the involved caregiver will learn that parenting is only one of life's rewarding activities.

Adams (1991) describes the victims of this covert abuse as feeling idealized and special. But, underneath these sensations, he points out, lie the same traumatic feelings that an overt incest victim has experienced. He lists seven steps to aid covert victims in separating from their abusing caregiver. The writer also encourages victims to initiate therapy sessions for their own recovery. The reader is referred to Adams (1991) for further study. The seven steps:

1. Recover from addictions.
2. Give up the idealized image of the seductive parent.
3. Recognize anger felt toward the seductive parent.
4. Set boundaries and separate if the parent is alive.
5. Face feelings toward the same-sex parent.
6. Spend time, if possible, alone with the same-sex parent.
7. Attend a support group (pp. 101-102).

Thus, emotional invasion (also known as emotional incest or covert abuse) has been presented with the following solutions: (a) spouses should seek joint counseling, (b) one spouse should initiate individual therapy, and (c) the victim should separate from the abusing caregiver. In addition, counseling had been encouraged for victims.

Dependency Needs

Many people suffer from a need to be loved, according to Peck (1978). They expend massive amounts of energy to get others to meet this need. He calls this energy-draining behavior today's most common psychiatric disorder (Passive Dependent Personality Disorder). He asserts that these people's lives are ruled by getting their dependency needs met.

These needs, he clarifies, include intimate sharing, the company of others, the search for spirituality, being touched, being considered special, and being cared for. To fill these needs, a person will need to open up and intimately share with another, Peck acknowledges. Each person should develop a wide range of friendships to facilitate this process, the writer believes. This step involves trust. And with trust comes the possibility of being hurt. But the only alternative to living a full life that involves pain is to live a lonely life, the author declares. Evans (1977) illustrates in her book The Wall, how people survive by living in isolation.

People should learn to gradually trust others, according to Whitfield (1990). The writer believes that some people don't know their personal needs, and suggests that each person compile a list of those needs. Whitfield writes that many people live in isolation because of being hurt in previous relationships. For this reason, he lists the characteristics of both safe and unsafe people in an effort to determine who may be worthy of trust. The reader is referred to Whitfield (1990) for sample lists of (a) dependency needs, (b) personal needs, and (c) characteristics of safe and unsafe people.

Therefore, students are encouraged to develop a wide range of friends and interests to get their needs met. In relationships, a gradual trust should be encouraged to develop. This trust involves the possibility of rejection, pain, and hurt. However, since growth is often painful, it must be tolerated as a part of the maturing process.

Hole in the Soul

To heal the inner void that was caused by childhood trauma, adults must give up the notion that their dependency needs can still be met by their primary caregivers, Bradshaw (1988a) comments. He stresses that these needs cannot be met through a significant other in a love relationship. Consequently, the author explains, people must initiate a grieving process. They must feel a deep, heartfelt sorrow for the loss of their childhood self.

By mourning, a journey is initiated that leads to healing the hole in the soul. In many cases, he remarks, adults must accept the fact that their childhood was even more difficult than they were previously willing to admit. And now, they must acknowledge that no one can bring them back to infancy to resolve those early conflicts. Their childhood self with its' dependency needs is forever gone. When people realize the loss has occurred, Bradshaw states, the grieving process can begin.

Thus, healing the hole in the soul is accomplished through the grieving process. Childhood is forever gone, and with it, the chance to resolve early conflict. Through grieving, adults begin to work through early trauma.

False Self

Whitfield (1987) contends that the false self was created because it was inappropriate for children to reveal their needs to their caregivers. Consequently, he points out, it became natural for the child to live with two selves: an inner, protected part and the part that children believe is acceptable to others. The child was forced to adapt the false self, according to Abrams (1990), and, by doing so, became a little adult.

The child performed behaviors that gained acceptance and recognition. The true self was buried deep down inside. With luck, Woodman (1990) remarks, the mask of a false self will be smashed. In the writer's opinion, some people never know who they really are. And although he believes that it's a privilege to have the mask of a false self smashed, he wonders, "Why do some children of trauma experience this liberating change and others do not?" An obvious answer to the writer is that some people who live with these two selves either have not suffered enough or they have medicated their resulting emotional pain with addictions, thus preventing the inner child from surfacing.

When the adaptation is chipped away, Peck (1983) explains it is the mud washing off--a beautiful, real, and vulnerable inner child presents itself. The child at this point possesses feelings that are foreign, scary, and unprocessed (Love & Robinson, 1990). When the false self has crumbled and the inner child has surfaced, the person's adult side may be uncomfortable with these new emotions, not knowing what to do with them. The writer encourages people affected by these positive changes to begin therapy to facilitate the integration of the inner child into the adult self.

Therefore, the writer has stated that the true self was buried early in many children's lives. Since they believed that they had only to please their parents, they developed a false self. For some, a crisis occurs that shatters the false self and, as a result, the true, inner child surfaces. Therapy has been encouraged to help children of trauma integrate this inner child into their adult lives.

Inner Child

Bradshaw (1990) describes the inner child as the most sensitive, protected part of each person. For those affected by early childhood trauma, the inner child was frozen at some level of the developmental process. As a consequence, this inner child had needs that may have been ignored for decades, in many cases. Loudon (1990) suggests encouraging achievement as a method to free the creativity in the child. She stresses the importance of getting needs met and accomplishing tasks. The writer believes that the resulting maturity aids the child to continue in the developmental process.

Describing the inner child's character building blocks is helpful to sort out how people live, Sullwood (1990) asserts.

The memories of pains and pleasures of life's experiences, she writes, are stored within. Such occurrences evolved into adopted patterns that provided children with personalities and creativity. Such creativity, in the writer's opinion, will grow as a result of the adult inside accepting and integrating the inner child. In a sense, the adult now has the freedom to fully become a product of life's experiences. This author remarked that the inner child, once discovered, will demand to be included in their lives by urging them: (a) to give up old, familiar damaging patterns, (b) to strive for excellence, and (c) to continually evolve.

The infant is naive, is intensely alive, and is constantly interested in something, Von Frantz (1990) notes. The writer believes that it has to know about everything due to the fact that its unfulfilled childlike curiosity has now been set free. The child, in effect, now begs the adult to listen, to care, to nurture, to love, to accept the abandonment and aloneness of early life, and to reparent this "sunrise of creativity" in the process (Abrams, 1990; Capacchione, 1990; Covitz, 1990; Luke, 1990; Rothenberg, 1990; Woodman, 1990).

In further describing this inner child, Stone and Winkelman (1990) maintain that its most outstanding quality lies in its ability to be intimate with another. The warmth and fullness that radiates from the child is felt in communication, according to these authors. And this feeling gives a sense of vibrancy and life between two people, they assert. In order for energetic communication to occur, however, the adult must be in touch with the inner child. These authors cite a form of this communication: The dominant hand represents the adult and the non-dominant hand communicates the needs of the inner child. The reader is referred to Bradshaw (1990) for details on inner-child communication.

There is, in the writer's conviction, new positive energy available for children of trauma who have begun to integrate the inner child into their lives. The possibilities for future change are endless. Again, therapy is recommended as the preferred manner by which the healing process may begin. But Abrams (1990) cautions that the therapist must also have performed inner-child work first to be truly effective in helping others.

Thus, the inner child is the special, inner protected part of a person. Whereas its needs have long been ignored, it now possesses many gifts that can be used in a positive manner. The integration of the adult with the child in therapy provides healthy growth opportunities.

Healthy Shame

Shame has many varied effects. It can be healthy. Bradshaw (1988a) offers the opinion that people who feel shame know that they are incomplete, finite, and in need of feedback, companionship, and the ability to laugh at their shortcomings. Shame, he writes (1988b), lets them know that they are human and that mistakes are opportunities to learn lessons and to heed warnings that signal people to slow down. By way of contrast, he reminds people to realize the negative effect of shame when the inner criticizing parent sends them into a "shame spiral" (1988b, p. 168). As mistakes occur, negative inner talk begins with old negative, parental messages about poor self-worth. These messages, he maintains, can rapidly send people into despair.

Shame also allows people to feel remorse when they lie, according to Peck (1978). He states that the reason most people lie is to avoid the challenges and consequences that come with telling the truth. And Miller (1991a) adds that if people don't think lying applies to them, they should expand, their definition to include exaggeration and denial. Many people aren't conscious of these patterns. Further, appropriate shame, according to Viorst (1986), leads people to feel proper remorse, but doesn't immobilize them, pushing them into self-hate. Thus, healthy shame, the writer believes, may be separated from unhealthy shame by noting the difference in meaning assigned to two statements: "I'm ashamed of what I did" or "I'm ashamed of myself" (Potter-Efron, 1989, p. 145).

To remedy shame's self-defeating activity, Bradshaw (1990) remarks, people should reach out to others for help when they feel shame. He admits that it's difficult for children who have been shamed to ask for help because they were hurt deeply early in life, when they expressed their needs. After all, they were supposed to meet the caregivers' needs and their parents shamed them even as they sought to be loved and nurtured.

Consequently, the author explains, those children now feel that the same hurt will again be felt if they reach out. Most of them have survived by living behind emotional walls, the writer believes. They never let their true feelings show. Therefore, the author declares, children must understand that it is their right to seek out help, warmth, and comfort.

According to Potter-Efron (1989), analyzing shame feelings leads people to a positive experience. They come to know themselves as unique and special human beings; consequently, they feel good about themselves. Through experiencing shame, the author asserts, growth occurs that, in turn, will lead to: (a) a more meaningful self-identity, (b) an interruption of harmful activities, (c) a feeling of being spiritually enriched, and (d) an acceptance of the messages that people need to listen to for positive change to happen. He also suggests that people seek the aid of a qualified therapist in dealing with excessive shame sensations, and notes the sensitive nature of the subject.

Andreas (1989) describes sensitive children this way: Early in life they were both quick and capable learners in a shame-based environment. These outstanding traits when rechanneled are valuable in personal growth, when children learn to redefine themselves, she clarifies. Potter-Efron (1989) explains, that since many families are shame-based, the negative feeling is transmitted to their children unintentionally. To counteract this multigenerational pattern, the author suggests that children replace shame with mutual pride, by: (a) refusing to participate in shaming activities, (b) removing themselves physically from a shaming situation, and (c) refusing to let this feeling control their actions. It is helpful, he adds, to analyze shame feelings before acting, to admit the existence of these uncomfortable feelings, and, to talk to someone about them.

Controllers use shaming tactics frequently. Piaget (1991) describes these power moves in detail. Once victims of these tactics become familiar with how controllers have used shame against them, the power order can be reversed, the writer believes. It's not easy to deal with a shaming controller. The author concedes, that unwilling accommodators will experience initial difficulty in reversing recurring harmful relationships of this sort. But as personal growth occurs, people will no longer permit themselves to be abused in these situations.

Thus, shame has been discussed as a feeling that renders both positive and negative results. Further, children should learn to receive love and nurture when feeling negative shame effects. Next, children should be taught how to take a proactive stand to reverse shame feelings. And finally, children should learn the shaming tactics controllers use in order to defend themselves against these power moves.

Healthy Self Talk

Children may reverse negative self-talk by recognizing that these self-defeating messages were learned, Earle and Crowe (1989) explain. They suggest that children write out positive, self-image boosting messages. They confirm that the process of accepting self includes recognizing and affirming everyone's good characteristics.

By sorting through the messages they received in childhood, people can remove some of the talk that obstructs healthy growth, Potter-Efron (1989) assert. He states that people, who feel good about themselves: (a) possess faith, (b) substitute self-care for self-abuse, and (c) project positive self-images to counteract self-inflicted shame projections.

People who love themselves, Branden (1992) writes, won't put themselves down. And they won't, he maintains, let themselves be driven to repeatedly demonstrate their superiority over others. Their joy comes from accepting themselves in a noncompetitive fashion as valuable human beings.

In sum, they must be conscious of their feelings. And when they experience shame that causes negative self-talk, they should (a) sift through the feeling, (b) learn from it, and (c) substitute self-hate with self-love. By so doing, they will experience a positive purpose, according to Andreas (1989).

Self-Image

In order for people to possess positive self-images, Bradshaw (1988a) explains people must consider themselves valuable and have that value affirmed by others. Individuality, difference, and autonomy, are needs that begin in the symbiotic bonding stage (around 12-24 months), he points out. In a healthy relationship, separation begins after bonding. It's a painful process, he expresses, and children in their terrible-twos often give evidence of this separation by throwing temper tantrums.

The result of healthy development at this stage, he alleges (1990), shows in children being: (a) glad of their gender identity, (b) able to trust, and (c) optimistic about the future. Johnson (1985) points out that in unhealthy development, in contrast, children are either (a) forced to hurry and grow up or (b) prevented from separating. The seemingly endless damage to children's self images is detailed in Johnson's three-book series. The reader is referred to this author (Johnson, 1985, 1987, 1991) for further study.

To improve self-image, Bradshaw (1988b) suggests a person should keep a feelings' diary that logs reactions to daily events, and learn "stopping" behavior skills that interrupt shaming thoughts. He notes the value of identifying controllers while being subjected to shame attacks. He suggests a number of tactics that begin with the letter "C" (e.g., clarifying, confronting, confirming) in an effort to practice self-love.

People who accept and own their self-images begin a journey that puts them in touch with their true selves (Bradshaw, 1990). This self he clarifies, has been hiding and needs to be mirrored, first, by a lover in an intimate relationship, and second, by a worthwhile career that enhances one's self-image. Thus, he asserts that people must accept the fact that they are valuable, are worthy of self-love, are able to have their own identity, and are unique. When people discover these qualities in themselves, he adds, they act in their own best interest, knowing that they don't have to please or manipulate others to get what they need. Wegscheider-Cruse and Cruse (1985; 1990) note self-worth feelings increase and emotional pain decreases when people are respected for their individuality and, in turn, encourage others to be separate.

Whitfield (1987; 1990) points out that people must protect their self-image by distinguishing safe from unsafe people. They must learn to set limits in relationships to prevent others from abusing them. They must cultivate healthy relationships and be willing to share how they feel with safe individuals, the writer believes. This action provides enormous relief because those who have lived for so long behind emotional walls can now understand that others have had problems similar to theirs.

Usually, they have felt alone in their struggle with compulsive behaviors that have controlled and drained their energy (Hart, 1990). It has filled them with shame and consequently, negatively affected their self-image. By seeking support in sharing, they feel comfort and empathy flowing from safe people in their lives. Together, they learn that to confront and overcome these behaviors leads to living lives as whole people (Earle & Crow, 1989).

Potter-Efron (1989) agrees with the importance of sharing by affirming that people need to reach out even when they are terrified of being rejected. By doing so, they will gain confidence and a sense of being accepted.

Consequently, the end result of a healthy self image, the writer believes, is best summed up by Potter-Efron (1989) when he states that children want to hear "...that they are loved, that they belong, that they are good enough, and that they are totally acceptable..." (p. 150).

In sum, the formation of a positive self-image begins in the symbiotic stage. After this, parents should gradually encourage children to separate and they should teach them to be confident of their own decision-making abilities. They should trust safe people and share their feelings. Their confidence grows by sharing. And the feeling of being accepted and loved by safe people enhances their sense of self-value.

Co-dependency

Mellody, Miller, and Miller (1989) maintain that recovering co-dependents (a) gain their self-esteem from within themselves, (b) consider themselves to be vulnerable, but at the same time protect themselves from abuse, (c) believe in a higher power and hold themselves accountable for their imperfections, (d) depend on others, and (e) experience moderate reality. Co-dependents trying to learn a healthier way of relating to others, they assert, sometimes feel like they are going from one extreme to the other. They affirm that although ongoing healing is a painful process, it can be accomplished.

The key to healing from a co-dependent relationship lies in people broadening their interests, according to Earle and Crowe (1989). They suggest adding positive experiences, activities, and relationships to life. These relationships can be initiated virtually anywhere, including in church, community meetings, classes, exercise, or arts and crafts groups. Further, the sole focus will have to be removed from a single person in a relationship, Earle and Crowe stress. No longer will co-dependents feel like they must fix their lover's problems. Co-dependents who identify themselves as caretakers remove their partner's responsibility for their own personal growth, the writer asserts. Thus, when co-dependents assume that they are making life trouble-free by covering up their partner's problematic behavior, they in fact, are undermining everyone's self-esteem, Earle and Crowe remark. The solution is to detach from other people's problems and to realize separate desires and interests.

Co-dependents must take responsibility for their own lives, according to Peck (1978). He explains that by assuming total self-responsibility, they, at the same time, will reject another's responsibility. Consequently, their relationship problems will also improve. The writer concedes that this is a difficult process, since the family system is upset when a co-dependent begins recovery. The results of this change may not be welcomed by all other family members.

The writer believes that many partners who have enjoyed their co-dependent spouse's behavior may now feel threatened by their recovery and choose to leave the relationship. Be that as it may, the writer stresses that co-dependency is an illness and recovering co-dependents must work hard toward getting well. Many recovering co-dependents discover, for the

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first time the resulting peace that stems from doing things in their own best interest. Peck points out that this thought never occured to co-dependents partly because of their early childhood training. Bradshaw (1988a) clarifies the feeling. He mentions that it took him 42 years to understand that his inner state created his outer circumstances. As a Co-dependent, he struggled with an opposite behavior; he had to control people and events in an effort to attain peace in life. In this regard, the writer acknowledges co-dependency to be unhealthy. He understands now that he cannot change anyone who continues to endure this disease's painful consequences. He is confident that co-dependents will try to change themselves when they realize they have suffered enough.

Whitfield (1987) advocates that co-dependents surrender to life's flow by becoming co-creators. The writer forwards the opinion that recovering co-dependents take life as it comes by learning how to be flexible and creative. Indeed, he when co-dependents overcome the initial frightening prospect of independence, they heal and their lives become fulfilling, Whitfield asserts.

Thus, co-dependents must realize that they can't control life's events. They must allow their spouses or lovers to have their own identity. By so doing, they will allow others to take responsibility for their own lives. In this process, co-dependents will be free to balance their lives by broadening their interests and by expanding their friendships.

Addictions

Addictions, in the writer's opinion, wind up numbing inner, genuine feelings. Habits which take the form of addictions can be addressed in either stage one or stage two recovery. According to Hart (1990), people may become addicted to anything pleasurable. Halpern (1983), Delis (1992), Forward (1991), and Mellody, Miller, and Miller (1992) detail the phenomenon of love addiction.

Bradshaw (1988a) chooses not to advocate abstinence as a solution for many addictions, like food or sex. He reasons that abstinence would mean death not only to self, but also leads to elimination of the human race. Thus, a balance must occur; these addicts must decide how much and what kinds of use of sex and food are safe.

All addictions produce highs that don't produce a permanent euphoria, he explains. Bradshaw (1990) stresses that recovering addicts need to go back and experience their original repressed feelings. This "uncovery process" (p. 75) is the only method that will keep people from forever changing from one addictive activity to another (e.g., sex for work), Bradshaw cautions.

Although some doctors commonly prescribe medications like Valium, Xanax, or Ativan to lessen patients' immediate emotional pain, Whitfield (1987) encourages people to work through the underlying issues that create the pain in the first place. Earle and Crow (1989) stress that negative self talk is one behavior that fuels compulsive habits. These authors agree that the underlying reasons that causes addictive activities must be addressed.

Again, the writer agrees with Miller (1991) that if the body generates a specific sensation, then people ought to pay attention and try to discover the reason for the feeling. Medicating the feeling with tranquilizers and not dealing with emotional issues as well will only complicate and slow the process of getting well. Perhaps the feeling is a warning to slow down, to make amends to someone, or to deal with some unfinished family of origin business, or a combination of all three. Or it could be a result of loneliness. In any case, the writer urges people with addictive tendencies to stay in contact with trusted friends who are aware of their needs. The writer maintains that addictive activities are likely to continue unless people get support from others.

Hence, addictions are habits that temporarily hide inner pain. Addictions may be chemical or activity habits. By discovering the underlying cause of addictive behaviors, people can eliminate these unhealthy habits. People with addictive tendencies must form many friendships, and use these safe people as a source of support while they are recovering from their addictions.

Love Addiction

Love addicts and avoidance addicts are attracted to each other. According to Mellody, Miller, and Miller (1992), both: (a) fear abandonment and intimacy (although one fears these consciously and the other fears these on a subconscious level); (b) experience positive and negative intensity (while one runs from the relationship and the other pursues); (c) experience positive intensity while together (although only for increasingly brief time periods). The writers further note that recovery from love addiction must include: (a) realization that their relationship has been formed from childhood fantasies; (b) understanding that love is not intensity; and (c) acting in their own best interest by practicing healthy self-care. It's especially urgent for these people to take corrective action since, as the writers stress, they are repeatedly attracted to partners who are addicts. The reader is referred to these authors for their groundbreaking success in discussing this subject.

Peck (1978) informs sex and any other pleasurable activity may become an addiction. He likens the feeling of orgasm to a collapse of ego boundaries. In orgasm, they lose themselves and become, if only briefly, one with the universe, he asserts. People feel high as they engage in homosexuality, prostitution, pornography, heterosexual relationships, and compulsive masterbation, he writes. The stated activities, according to Carnes (1983), are level one addictive behaviors.

Earle and Crow (1989) do not discourage masturbation as an occasional practice, for the recovering addict. Instead, they place two conditions on those who had masturbated compulsively: first, fantasies are to be restricted to the spouse or lover; and second, the fantasies must not harm their relationship.

Although teenagers have differing views on sexual "acting out," it is the writer's opinion that they accept masturbation as a normal activity. This is proper, the writer believes; first, because this culture advocates such a long time span between puberty and marriage, and second, because the threat of sexually transmitted diseases is so real. In addition, it's believed that if young people repress their natural sexual desires, they may have difficulty with numerous intimate, sexual relationship problems later in life.

The solution for the wide range of problems relating to sexual "acting in" or "acting out" lies in changing the addict's belief system (Carnes, 1983; Earle & Crowe, 1989; Kasl, 1989; Forward, 1991; Delis, 1992; Mellody, Miller, & Miller, 1992). Since addicts possess a wide range of learned, negative self-beliefs, the writers advocate reworking negative messages into positive, self-loving thoughts. The writer believes utilizing this method to cure sex addiction transpires over a relatively long period of time, usually three to five years, with the help of supportive friends and a competent therapist. Ostrover (1991), in this regard, cautions against shortcuts to recovery (e.g., one workshop). Kopp (1991) explains that the healing process includes risk-taking. Addicts must reveal their true selves to others. Although Kopp concedes that some people may find the addiction to be a joy and comfort, others may disagree. The search for true companionship is an ongoing process.

In sum, love and sex addiction solution possibilities have been discussed. Acceptance of self and others is a recurring theme. Sharing eliminates the isolation that addicts feel. Seeking the supportive care of others facilitates the recovery process.

Just Quitting Isn't Enough

This writer believes that most substance abusers, upon quitting their alcohol or drug dependency, are unaware that other addictions exist. These unhealthy habits, previously described by this writer as activity addictions, take the form of compulsive behaviors. In fact, any behavior that takes people out of how they are feeling has the effect of a drug or alcohol dependency. Peck (1978) stresses that the underlying problems must be worked through. Bradshaw (1988a) adds that it took ten years after giving up excessive alcohol before he realized that he was co-dependent. The writer encourages any person who had been dependent on drugs or alcohol to examine personal behaviors that may serve as substitutes for the alcohol or drug dependency.

Relationships

Relationship models, in this writer's opinion, have been learned, primarily from parents. By viewing how they interacted, children learned how to form relationships. Television, magazines, movies, novels, and newsprint also contribute to this understanding. In addition, people learn about relationships by discussing the topic with their peers. The writer holds the opinion that fantasy can easily be mistaken for reality. And intensity, as Mellody, Miller, and Miller (1992) declare, can be mistakenly identified as true passion and love.

Bradshaw (1988a) maintains unconditional love is the basis for a good relationship. Healthy unconditional love demands that people accept their lovers as unique, gifted individuals. When partners are permitted to be different, conflict is considered healthy, he expresses. The writer believes that most people unconsciously seek lovers who will confront them with a different viewpoint so that the relationship will be strengthened with positive outcomes as a result of synthesizing opposing views.

Bradshaw (1988a) mentions that needy people are constantly searching for soulmates who feel the same way they do. They love because they need, he clarifies, (as does

Viorst, 1986). When need dominates a marriage, the needy partner's esteem and power is removed from them and given to their lovers so that they can assume the role of nurturing parents (Bradshaw, 1988b). It's an unrealistic, unconscious expectation, according to this author. No one can provide the same nurturing that primary caregivers should have given. If proper nurturing was not given due to a lack of intimacy between the mother and father, needy partners can't fix the problem only with their partners, Bradshaw suggests. Instead, they must grieve this loss individually and get on with their lives.

Intimacy works when couples view themselves to be separate, whole individuals, the author points out. Each, must take responsibility for parenting their own inner child. By so doing, they must give up the expectation that their partners will be their parents (Bradshaw, 1990).

Relationships are significant and are meant to be supportive and nourishing, explains Bradshaw. Each individual is valuable because each is unique. If people process and realize that they are indeed valuable, the effects of abandonment, felt in a relationship breakup, will be endurable, the author affirms. But possession of a healthy self-image is needed to endure withdrawal in any case, and partners avoid an unhealthy relationship attachment (Delis, 1992).

Family rules are learned from each partner's parents. For most couples, these rules take ten years to negotiate (Bradshaw, 1988b). Negotiating involves everything learned from the family of origin, including beliefs about sex.

Miller (1991b), in an audio tape lecture, describes how sexual beliefs need negotiation. He explains that marriage partners frequently have opposing beliefs. One may believe that God created everything beautiful, vibrant, and exciting in sex whereas the other may believe that God was perfect in all aspects except sex. Consequently, for one lover it's an act to be enjoyed with no boundaries; for the other it's an act that has to be endured. Partners need to work towards agreeing on these beliefs. He suggests that each partner make a list of all learned beliefs about sex. Next to each phrase, each person should state where the belief originated. Of all the basic drives, sex is the only one in which that people have many choices, including abstinence, Miller (1992) states.

If a child is taught that sex is shameful, the inner child will love to spend time exploring sex to reverse the shame feeling (Bradshaw, 1990). Included in exploration is touching, tasting, smelling, seeing, and talking. For others, sex has been defined as being equivalent to intimacy. People who are starving to be held and touched find it extremely difficult to turn down a sexual advance, he clarifies. Consequently, they need to identify their inner child needs

(Bradshaw, 1990; Stein, 1990b) and to begin to practice self-care.

Earle and Crow (1989) amplify that sex addicts relate to their lovers by manipulating, misleading, and managing them as objects. They stress that these actions should be replaced by trust, honesty, and intimacy. To learn how to transform their relationships, these couples should make an honest self-examination of their needs and communicate openly.

In truth, intimacy involves many stages (Kasl, 1989). A major part of intimacy includes being vulnerable in sharing, and by so doing, creating a bond with the partner (Bradshaw, 1990; Stone & Winkelman, 1990). Bradshaw (1990) writes that bonding occurs after people react to the mirroring and accepting eyes of others. Self-valuing and loving is internalized (Bradshaw, 1990; Frantz, 1990). Miller (1990c) describes the process as giving up symbiosis and progressing toward individuation.

As individuals in a relationship, each partner should be dedicated to the spiritual growth of the other (Whitfield, 1987). Each lover becomes proactive (Woititz & Gardner, 1990) in relationships. The writers advocate that each take an active role in the relationship's healthy development by initiating, causing, and changing events instead of waiting for change to occur by chance.

Further, they explain that active listening, a skill involving verbal expression or feedback, is something that each partner should value. Communication is important and each partner must be listened to in order to feel valued. In conflict, they suggest, one partner should listen first to evaluate and analyze if what has been alleged is true. If the allegation is valid, the best response is to simply agree. Then, the partners must resolve their conflict.

The writer believes that separate, complete people in a relationship should make a needs list to determine how many needs their partner can meet and how they can get their other needs met outside of the relationship. In previous years, the spouse may have been expected to fulfill all of the needs in marriage. This belief may have given credibility to The Ten Demandments (Miller, 1989, p. 73). This model is not practical for a healthy relationship according to Osherson (1990) and Viorst (1986). Instead, each spouse should discuss their needs and include a wide range of intimate friends, as well as engage in pleasurable activities as individuals (Wegscheider-Cruse, 1990).

Miller (1992) cautions that the primary relationship's intimacy level may be negatively affected if partners seek intimate contact with an opposite-sex friend at the expense of fostering intimacy between spouses. He points out that some partners, who unconsciously send "subtle attraction signals" (p. 203) to others, need approval from members of the opposite sex outside of marriage. When others interpret these signals and try to seduce them, they may be suprised.

They need to confront this intimacy damaging behavior and change it, Miller stresses.

In any event, both partners must work on improving their marriage relationship, and in some cases, as Potter-Efron (1989) verifies, separation should occur in order to protect one's self-worth. But in the writer's own experience, having been married 17 years, drastic moves should not be impulsively initiated due to momentary incompatability. He believes that partners sometimes go through difficult stages before achieving positive growth. Some people need to be together for many years in order to experience the fullness a monogamous relationship can offer.

In healthy relationships, couples need to spend time alone, without explaining their actions to others, according to Love and Robinson (1990). Love can be shown, they comment, by listening, by being attentive, and by engaging in a self examination of one's relationship behavior. Peck (1978) adds that maintaining some psychological distance in relationships is necessary for conflict resolution. He also acknowledges that "cathexis" (p. 94) is an exciting initial relationship element (but cathexis may also be addictive, e.g., Ostrover, 1991).

Peck affirms that distancing may be necessary when the real work of love begins after the honeymoon feeling is over: first, when the love sensation disappears; second, when the expectation that one will forever be passively loved vanishes; and third, when the expectation that the partner will be a mother or father figure is shattered. Genuine love, he stresses, involves commitment, wisdom, respect, and a contribution to each other's spiritual growth as separate individuals.

When attraction involves the possibility of a sexual, addictive affair, people with genuine love possess the ability not to act on their feelings in an effort to preserve their marriage, he explains. The writer believes that sometimes addictive urges can be so strong that they can easily be misinterpreted as true love. He advocates that people who find themselves in an obsessive situation list their feelings about their target person. He agrees with Forward (1991) that what they feel is not real love. In reality, the feelings are extremely unhappy sensations, unconsciously identified as love, that have stemmed from a dysfunctional childhood.

Andreas (1989) is helpful in these situations when she lists the questions that people must ask themselves when tempted to have an affair: first, "What do I really want from the other person that would satisfy me?" and second, "What would that do for me that's positive?" Andreas continues, "Until you really get an answer, such as security, safety, protection, love, or being worthwhile..." (p. 25) then it's not worthwhile. If an affair has already occurred, the writer believes, problems leading to this breach of trust may have already existed. It is his opinion that these people need to address their underlying problems in therapy in an effort to perhaps preserve the most significant relationship (as Stein, 1990b asserts) with honesty and openness.

In sum, healthy relationships are formed by two individuals who respect each other's unique identity. Partners get some of their needs met in marriage and others met by relating to many people and enjoying a wide variety of activities. However, couples should jointly decide which needs may be fulfilled exclusively in their marriage. Following this assessment, they should let each other know how they plan to get their other needs met.

Healthy Boundaries

Miller (1991a) notes that many people must acquire healthy boundaries since their parents didn't model proper boundary behavior. Boundaries, he defines, are like ever-present glass jars that fit over people. These jars protect people from being abused and from abusing others.

In the event that a boundry isn't strong enough to ward off major offenders, the use of walls is encouraged (Mellody, Miller, & Miller, 1989; Miller, 1991a; Mellody, Miller, and Miller, 1992). The writers state that walls may be made of anger, fear, pleasantness, words, or silence. For further study on the use of boundries or walls the reader is referred to these authors.

Grief Work

Healing the wounds of early childhood trauma involves grief work. According to Wegscheider-Cruse and Cruse (1990), therapy includes re-experiencing pain so that emotions may be permitted to freely flow. Early illusions about the wonders of family life must be relinquished to achieve reality, they state.

Love and Robinson (1990) reason that grief work constitutes crying over the loss of a happy childhood, death, neglect, and repression. They assert that since all pain is interconnected, once a person taps into a part of it, the rest of the feelings will follow. Once those pent-up emotions are released, people feel like children again, they declare.

In grief work, the time for getting early needs met by parents or in a relationship are over (Viorst, 1986). She contends that since some parents can never love or accept children perfectly, adults who have suffered must accept and mourn this truth. Through grief work, people acknowledge, feel, and live past their pain. Evasion of this process, according to this author, often takes the form of eating, sexing, feeling guilty, or any number of addictive behaviors that remove people from their true feelings. The reader is referred to Viorst (1986, p. 268) and Andreas (1989, p. 117) for a study of the grief stages.

Mourning, according to Potter-Efron (1989), includes grieving the loss of unhealthy messages that people received about themselves in childhood. People in these cases may have to grieve the loss of a portion of themselves when they couldn't feel pain, fear, joy, or any strong emotion (Wolter, 1989). Grieving the loss of the defenses that enabled people to survive childhood trauma, Bradshaw, (1988a) remarks, will involve a great deal of emotional pain.

Bradshaw states that the defenses formed a fantasy bond that kept people believing that everything was wonderful, even if the opposite were true. The writer believes that these defenses worked for a number of years so that children were able to survive their untolerable home situations. But now the defenses are no longer needed. Adults in this situation must now grieve the loss of their unhealthy defense mechanisms and begin the journey toward discovering who they are and how they can get better.

The trauma, Bradshaw (1990) states, stemmed from individuals using all of their resources to survive much like soldiers do in battle (Post Traumatic Stress Disorder). With no time to express their early feelings, the emotions are buried, and the unresolved grief later produced symptoms such as depression, overcontrol, and hypervigilance.

Legitimate suffering, according to Peck (1978), occurs when people deal with their problems. By understanding that life is difficult, a person facilitates the task of accepting pain with pleasure, Peck suggests. By sharing these feelings with special individuals in a safe environment people may complete the grieving process, according to Whitfield (1987) and Morgan (1992). Grieving, Whitfield judges, normally takes from one to four years. He explains that it involves re-experiencing painful feelings without trying to alter them. The resulting healing enables people to effect change in their lives (Frantz, 1990). Once positive change occurs, people near the end of the grieving process. The reader is referred to McDonald (1985, pp. 11-15) for 13 helpful suggestions to aid grieving people.

Grieving then involves expressing strong, buried emotions (Bradshaw, 1990). By grieving, the inner child learns that a traumatic childhood is over. Consequently, the adult portion of each person now must perform the needed reparenting process.

Recovery

Recovery, as Bradshaw (1988a) defines, means becoming the person that each was meant to be. It is the writer's opinion that in order to begin this journey, people must comprehend clearly who they really are, by coming out of denial. The journey begins when people look in a mirror and see a reflection of their true selves for the first time. For children of trauma, it means coming out of denial; it's a shocking experience that leads to recovery. The writer maintains that personal growth, academic achievement, and professional development is positively affected in the process. Thus, recovery means that, people know themselves as they really are and that they learn how to get better.

All people, according to Bradshaw (1988a), are on a quest to improve themselves, but adult children initiated the growth process at a later time. Recovery for them, he amplifies, involves grieving, collapsing ego defenses, doing original pain work, feeling confident, controlling addictions, and living a day at a time. He points out (1990) that the ongoing process toward becoming a whole person includes people learning how to reach out to get needs met.

One of the recovery tools Bradshaw advocates is letter-writing to the inner child, assuring the little boy or girl inside that this time their needs will be met. Another includes the presence of supportive people as a necessary element for proper mirroring and echoing to occur. Miller (1990b) calls this the presence of an enlightened witness. With supportive, enlightened witnesses present, people can express their true emotions. In recovery, the inner child is encouraged to come out and it isn't crushed as it was so often early in life when people tried to fix or negate its real feelings.

Feelings, Bradshaw (1990) and Wegschieder-Cruse (1985) amplify, must be expressed in original pain work on themes such as gender-identity, sex, intimacy, love, loneliness, rejection, and peer group pressure. Once these feelings are expressed, Bradshaw maintains, people's energies become available to live in the present. Upon recovery, children of trauma may experience liberation from their constant preoccupation with future events, he asserts. The gradual transformation, in the writer's opinion, may be aided with the use of neurolinguistic programming (NLP) anchoring techniques. The reader is referred to Andreas (1989) and Bradshaw (1990, pp. 182-187) for details.

People also need an ongoing, nurturing inner dialogue to keep in touch with their sensations when they feel overwhelmed (Whitfield, 1987). The writer believes that growth is discouraged when people follow through on the temptation to bury their uncomfortable sensations. But he concedes that growth comes in stages and sometimes people change slowly to experience permanent transformation. An example of change that children of trauma need to make is a shift from black and white area thinking to grey area thinking (Whitfield, 1987).

Sometimes making change is difficult. The author points out that the basis of recovery is encountering conflict and working through it. The writer believes that children of trauma hate conflict and avoid it at all costs. But self-discovery is realized in conflict, according to the author. For instance, conflict initially may have led to the inner child surfacing (Luke, 1990). As a result of this conflict, the adult and the inner child began to gradually merge and heal the split that formed between the true self and the false self. Thus, conflict is needed for change to occur.

To facilitate recovery, Woititz and Gardner (1990) have suggested keeping a feelings diary. Branden (1990) promotes the use of sentence completion work. The writer believes these processes help people to identify the types of problems they need to work on. The authors agree that the resulting attitudinal change towards these problems is positive. Since it is futile to attempt to control these trouble areas, the authors stress they advocate working through them.

Furthermore, Wegscheider-Cruse (1985) urges that people in recovery seek their "soulmates" (p. 86). She explains that soulmates possess a rare quality that enables them to feel another's inner feelings by instantly bonding, recognizing, and empathetically experiencing them. The writer believes that people should highly value their soulmates if they find them, since a relatively few exist.

Frequently, the rate of progress may indicate that old patterns have disappeared, but according to Earle and Crow (1989), people should expect setbacks along the road to recovery. The writer believes (with Satinover, 1990) that when people in recovery feel, identify, and work through their emotions, they begin the process of individualization that should have occurred earlier in life. Rothenberg (1990) states that dependent expectations are sacrificed when people engage in feeling work. Sometimes people feel varying negative emotions because they don't think that they are progressing toward individualization fast enough. The writer also believes they make slow progress particularly in two areas: (a) in conflict with controllers, when subjected to strong emotional confrontations (see Piaget, 1991) and (b) in defense of the inner child when subjected to shame attacks (see Potter-Efron, 1989). The writer reminds them not to be so hard on themselves since the recovery process typically lasts from three to five years.

Trusting is another important part of recovery. As Peck (1978) mentions, risks must be taken in order to grow. With risk-taking comes the posibility of rejection when one reaches out to trust. Children of trauma, in the writer's belief, have done whatever they could to avoid being rejected in the past. But they must realize now that growth comes from trusting relationships. The author asserts that trust is of the same essence as love which he has defined as "...the will to extend oneself for another's spiritual growth" (p. 299). The writer again cautions people to seek out safe people in sharing by revealing themselves to others gradually and anticipating reciprocity.

Thus, recovery means that people (a) realize who they really are by coming out of denial, and (b) seek to improve themselves by becoming the people that they were meant to be.

Recovery usually takes a period of three to five years and includes being in touch with feelings, getting needs met, reaching out to others in love, looking inside, identifying feelings, healing shame feelings, standing alone, defending the inner child, and growing in love for self and others.

Higher Power

The road to living a whole, integrated life, in the writer's view, begins when people look to a higher power for guidance. Bradshaw (1988b) agrees with the those who practice a twelve-step recovery program that a person's higher power can take many forms. For atheists, he clarifies, a higher power may be a monument. For others, this higher power may be the God of Jesus Christ. And yet others may choose to believe in the existence of a different god, a personal god, or some combination.

A higher power, Bradshaw states, listens, responds, is intimate, and is caring. The author has heard some people consider their higher power to be the 100 percent safe parent they never had. Whoever the higher power is, the writer believes that the beginning of life's journey lies in the acceptance of a power greater than oneself and the faith that answers to life are received through the higher power.

Once faith becomes a part of people's lives, a spiritual journey begins. Seeking their own god begins when people deal with their dependency needs (Bradshaw, 1988b). Through prayer and meditation, people grow, he adds. Caring is manifested in ways that enhance another's spiritual growth, Bradshaw maintains (as does Peck, 1978). Literature on a belief in a supreme being is endless.

Bradshaw (1990), for one, has communicated to his inner child that God has shown him what He was like in Jesus Christ. Jesus, he writes, is God who came into the world as a man. Jesus, he points out, tells people that God is both mother and father and that friendship with this higher power is possible. Bradshaw declares, that God (a) makes the inner child, (b) wishes the child to grow, and (c) wants the child to expand to become the unique person each was created to be.

It's this writer's belief that God loves people as they are and desires growth and change for them on their spiritual journey. In this personal regard, the reader is referred to Miller (1991a) for a closer examination of how the twelve steps of Alcoholics Anonymous relate to a Christian model for spiritual growth.

Those who walk this spiritual path will experience the feeling of being alone, according to Wegschieder-Cruse (1985). As spiritual growth occurs, she claims, only a few people may possess the ability to mutually understand their journey. Where some may be more comfortable engaging in superficial discussion, others who are in recovery often search for intimacy in relationships. They search for intimacy because God often permits them to realize their powerlessness over life's circumstances which proceeded from their failure to mature both spiritually and emotionally, according to Wegschieder-Cruse and Cruse (1990).

They come to realize the value of bonding with another on their spiritual path in an effort to ease life's difficulties, Wegscheider-Cruse and Cruse state. And while they know that they cannot control life they realize that they are very powerful in a physical, emotional, and spiritual sense. The writer believes in the importance of sharing, in an intimate manner, with others. He believes that as their relationship deepens with their higher power, so will their trust and openness grow in the special group of friends that they will have formed in recovery.

In these relationships, Earle and Crow (1989) stress: first, letting others know their secrets; second, conducting an ongoing self-examination; third, turning to God and others for help; fourth, admitting wrongdoing promptly; and last, dealing with self and others in an honest manner. A practice of prayer and meditation each day, they add, will reduce anxiety over things in life that cannot be controlled.

Therefore, a spiritual journey begins when one realizes that life cannot be controlled. Confidence in a higher power facilitates this journey. And honesty with self and others builds a foundation for special relationships.

Support Groups

Supportive friends, in the writer's judgment, are safe people who have proven that they can reciprocate in relationships on emotional and intellectual levels. Being reciprocal means, according to Love and Robinson (1990), handling an equal mixture of mutual sharing. Many of life's needs, the writer believes, can be satisfied this way. Earle and Crow (1989) explain that being with friends and sharing inner feelings often keeps people from engaging in addictive or harmful behaviors. They are convinced that the addictive process is interrupted when contact is made with a supportive friend. They expound that instead of abusive drugging, eating, or sexing, addictive people often should call or meet with their intimate, understanding friends and talk about their problems.

If a person has become accustomed to being isolated, initiating intimate friendships may be difficult. For this reason, Whitfield (1987) suggests a check-and-see approach. Sharing, he clarifies, happens a little bit at a time. If the other person is listening, accepting, and being real, then one may choose to share a little more. He stresses that inner shame cannot be healed in isolation. To heal fully, people must expose their inner child and have their feelings validated and accepted by others. Herein, he affirms, lies a key to living a peaceful and successful life.

Several 12 - step support groups are available on a variety of issues for people who seek help. The writer suggests the interested reader explore a number of these groups before deciding which one to attend. These groups helped Wolter (1989) address his childhood issues, enabled Bradshaw (1988a) to realize that it was okay to make mistakes, and made thousands of individuals realize that they do not need a lover in order to feel complete (Bradshaw, 1990).

In short, the writer encourages those who are struggling with personal problems to seek help. An initial step may be to discuss personal problems with a doctor. The doctor, in turn, may refer the patient to a therapist. Attending support groups may often follow. Participants in support groups have shown themselves to listen and share similiar concerns, which may provide relief for the newcomer. Furthermore, once people's secrets have been shared with a supportive other, the fuel for addictive behaviors diminishes.

Acculturation, Personal Growth, Academic Achievement, and Professional Development

Hispanics entering the United States should be given an opportunity to discuss cultural differences and expectations, the writer believes. He holds the opinion that educators should know what their students believe before initiating efforts to stem the tide of "low achievement levels, repeated failures, damaged self-concepts, and very high dropout rates" (Zamora, 1990, p. 62). Porter (1990) cites an alarming dropout rate for Hispanics, a ratio that is increasing toward 50 percent on the national level. Kantrowitz and Rosado (1991) call for a program for Hispanics at the local school that provides instruction on topics relating to teenage problems, substance abuse, and unstable homes.

Guarione Diaz, of the Cuban-American National Council, contends, that Hispanic ghettos have developed in the writer's city (Palmer, 1991). These ghettos have formed, according to Diaz, within the last ten years along with a rise in Hispanic poverty. Once people are trapped in these circumstances, it is especially difficult for them to move, Diaz points out.

The writer believes that immigration, cultural change, and poverty are a few of the problems that fuel strife within many Hispanics' families. The strife leads to addictive behavior that numbs the emotional pain. The same principles apply to everyone, with Hispanics not being greatly different in their viewpoints and behaviors from other ethnic groups undergoing the same difficulties, according to Anderson (1991) and Kantrowitz and Rosado (1991).

The writer suggests that instructors share their own families' personal experience, if applicable, focusing on how they coped with problems when they entered this country. Further, they should encourage Hispanics to write on healthy and unhealthy responses to acculturation that they have observed in people within their communities. They also should encourage Hispanics to express if they feel accepted for who they are in this country and to explain why they feel this way.

The writer recommends that before educators approach sensitive issues, they openly take risks and share their feelings in this regard. Ordinarily, Hispanics don't challenge or participate in classroom discussions until their shyness wears off or until they feel comfortable (Garza Flores, 1992). This author advocates that for educators to be effective with the students, instructors should (a) believe in them, (b) challenge them academically, (c) boost their self-esteem, and (d) treat them as equals. As a starting point, the writer had addressed Hispanics' parental achievement expectations with the following five questions:

1. Did their parents encourage them to be successful in this culture?

2. What does it mean for Hispanic students as women or men to be successful?

3. With respect to their gender identity, did their parents treat them differently while growing up?

4. Did they agree with their parents respecting child-rearing practices? Why?

5. If they could, how would they do things differently in raising their own children?

It is crucial to create a positive change among Hispanics because of the disasterous dropout rate among members of this ethnic group (Abi-Nader, 1991). The writer believes that by living one day at a time, by setting goals for the future, and by creating the climate of successful expectations, Hispanics can make a positive difference in their lives. Hispanics are a major force already throughout the United States and in particular are the fastest growing work group in the U.S. southwest (Mason & Atchison, 1989). Without at least a high school diploma, the Hispanics will have trouble pulling themselves out of poverty, the writer believes few jobs that are not menial will be available for high school dropouts, particularly if the economy suffers. Only 10 percent of this nation's new jobs will be available for them in the future, Mason and Atchison write. In this regard, teachers should provide Hispanic parents with suggestions to enable their children to succeed in class and to plan for a successful future.

The writer believes that personal growth is the most important factor in initiating change. With it come (a) increasing self-responsibility and (b) power to enact personal improvement strategies. But since most students are on a growth-stigmatizing plateau, he has used Covey's (1990) work as the change-enacting catalyst for his students in this problem-solving project.

The writer forwards the opinion that everyone operates from a paradigm, which Covey (1990) defines as the way that people perceive, understand, and interpret their reality. He believes that it is crucial for people to understand that they can change their paradigms. Therefore, the writer has summarized and used Covey's (1990) seven habits that he used as the change-enacting catalyst for this problem-solving project. According to Covey (1990):

1. Students must be proactive: They (a) decide from within themselves how events are going to affect their lives, (b) alone are responsible for their live's outcomes, and (c) possess power by choosing their responses to daily events. They make their choices by working from within their personal circle of influence on the things that they can do something about. They do not focus on the things over which they have no control (pp. 66-93).

2. Students must begin with the end in mind. They must think in terms of two creations and accept responsibility for both. The author clarifies this concept by explaining that they either make plans for themselves or they become a part of other people's plans. In light of the writer's elaboration on this project's 23 problem areas, he notes that author stresses that people can change the scripts their parents and others have given them.

If people could visualize their own funerals, Covey writes, they should ask themselves what they would like to hear others say about them. He advocates forming a personal mission statement based on what people want to be and what they want to do in life. This planning stage is the first creation. Acting on those plans is the second creation. The crucial factor in the two-creation process lies in people identifying their belief system and, as a result, developing solid, unchanging cores of principles based upon their mission statements (pp. 96-144).

3. Students must put first things first: They must (a) be in charge of their lives, (b) form a vision of who they want to be and what they want to do, (c) begin creating their own paradigm shifts by working on things within their own circle of influence, and (d) be people of integrity. Covey defines integrity as placing high values on people living according to their principles. Students also must identify their roles in life (e.g, son, daughter, student) to analyze how they relate to others. They must establish goals and work toward realizing their goals. They need to become their own bosses, and always keep in mind that people are more important than objects (pp. 146-182).

4. Students must think win/win: They must develop emotional bank accounts with others by making deposits of unconditional love, building up trust, and promoting a safe feeling with others. They must have a frame of mind and heart that allows everyone to win. They need to have an attitude that there is enough for everyone, be happy for the successes

of other people, and make an effort to understand another's point of view (pp. 185-234).

5. Students must seek first to understand then to be understood. They must try to understand another's problems without rushing in to fix things with advice, by being active listeners, and by deeply trying to understand other people. They must be aware of the types of problems each person faces, and in turn, let each get to the heart of problems at their own pace and time (pp. 236-260).

6. Students must synergize. By realizing that the whole is greater than the sum of its parts, they can leave their comfort zones and become pioneers in life's struggles and challenges. They must write new scripts for their lives, look upon other people's points of view as valuable information, and communicate what they feel good about in their relationships. Covey stresses that strength in relationships derives from having another viewpoint. According to the author, marriage to a spouse that never disagrees is not a strength. He points out that in order to grow, people need spouses to confront and challenge them. The reason that right-brained people unconsciously marry spouses with left-brain qualities, he states, is to attain a synergistic outcome. He urges people to value their relationship differences by accepting additions to their knowledge (pp. 262-284).

7. Students must take good care of themselves by (a) exercising, eating properly, and loving themseves, (b) praying, meditating, developing a relation to their higher power, (c) feeding their minds with good things by reading and writing, and (d) making contributions, having meaningful projects, contributing and blessing the lives of others, believing in themselves, affirming others, and making deposits of unconditional love in people's lives (pp. 287-340).

Schools, in the writer's opinion, need to be restructured to include an educational course that effectively deals with student problems in a systematic manner. It is not his belief that schools become primarily a hospital (Schlechty, 1990) to cure Hispanic children's social illnesses to ensure that they receive an even break. Doing this would detract from the school's main goal of educating the individual. The writer, instead, proposes incorporating small group study modules where instructors will focus on relationships to self and others with whom they may relate to aid in effecting positive change in students' lives.

The writer believes that Bradshaw's estimate of 29 million people who possess little knowledge of what constitutes healthy relationships now should be expanded to include Hispanic immigrants. The writer has observed that many Hispanics have entered this country with problems stemming from (a) witnessing the effects of war, (b) struggling with life in single-parent homes, and (c) suffering from life in impoverished conditions. Further, he believes that his report possesses educational value, not only for Hispanics, but for children of all ethnic backgrounds. He believes the need is universal. And the time to initiate proactive change is now.

Therefore, now that the reader has been made aware of the problems indicated in this report, the writer encourages the formation of small group study modules in public schools. In these classes, instructors will be able to address and expand upon the issues stated in this report. By so doing, the writer hopes to see students use their personal power to work toward realizing their full potential.

Even though the writer believes that his research applies to everyone, he has initiated his problem-solving project with Hispanic ESOL students. In the course of the implementation period, he has encouraged discussion in an effort to determine if Hispanics relate differently to the issues in this report. Although he has maintained that there will be no difference, he has hoped that student contributions will provide a distinct Hispanic flavor that will enhance the value of his final report.

Other Ideas

In initiating discussion with Hispanics on the 23 problems, 14 specific and five general solutions, and four

Hispanic themes in this problem-solving project, this writer theorizes that acculturation should be approached by asking the following three questions: By switching countries, (a) how have supportive cultural influences changed?, (b) how has the family unit suffered?, and (c) how do they feel as a minority group in this country, with limited English language development? The writer believes he must ask these questions to begin to fulfill the objective of providing a distinctly Hispanic flavor to this project.

A discussion of personal responsibility relating to the group's schoolwork is also needed. Objectives may include teaching learning styles, goal-setting, group work, and time management. In addition, students will be encouraged to discuss how parental expectations affect them with their academic progress.

The writer also may consider becoming familiar with students' parents in an effort to reinforce academic expectations. Communication may occur by way of letter-writing or phone conversation. And by becoming aware of difficulties at students' homes, the writer could better serve as a source of support when he listens on an individual basis to students discussing their problems.

Evaluation of Possible Solutions

With his solution strategy, the writer has addressed, with his solution strategy, aspects of each student's personal character. It has been his theory throughout this project that student awareness and discussion of the topics included will produce beneficial results. The writer also has recognized that students must choose to proactively change their lives as a result of processing the information. In addition, his project's topics ranged from a discussion of early family issues to an acknowledging the importance of reaching out to others for support. He formed the basis of this project's solution strategies by addressing these issues. The writer's further purpose in these discussions was to enable students to feel a sense of personal pride and power by realizing that they are unique. When this expected transformation occurs, students will feel a greater sense of personal power to positively enact change in their lives, the writer believes.

Three strategies were stated in the preceding "ideas" section; discussion topics involved acculturation, personal responsibility, and parental roles in achieving academic success. With proper lesson planning, each of these possible solutions may be implemented without difficulty. As the writer has indicated, these topics, had not been included in the high school curriculum. The writer strongly maintains that they should be embodied as elements of the solution. Such discussions have been hoped to yield beneficial results due to their bearing on acculturation, personal adjustment, academic success, and professional development.

These solutions were feasible in the writer's work situation given that the sessions were conducted on his planning time. Due to the state budget cuts, he did not have an ESOL class this time. The principal gave these classes to teachers in the English department to keep them employed in his school. As a result, students of other teachers committed themselves to be volunteers in this eight-month implementation period. The writer arranged this agreement in advance with the students' ESOL instructors.

Justification of Solution Selected

The writer addressed the needs of Hispanic students in families in this problem-solving project. It has been his theory all along that many students do not strive toward reaching their full potential because they carry too big a burden. The energy expended to carry this burden of learned beliefs undermines their achievement. These learned beliefs tainted their view of relationships to self, to others, and to the environment.

The writer has stressed that students who learn and implement these solutions possess the power to turn their lives around. He has expected them to positively act on their environment by developing healthy lifestyles. In order to effectively accomplish the success-achieving goal, the writer added, as vital components to this project, acculturation, personal growth, academic success, and professional development.

Therefore, the writer discussed student learned family-of-origin beliefs as part of his solution. The three topics highlighted in the "ideas" section were considered as discussion themes. These topics were discussed with a specific Hispanic flavor in an effort to discover commonalities between this small group of volunteers and other Hispanic students.

Report of Action Taken

The writer will explain his implementation format in this section. Since he had experienced 5 areas of difficulty in this stage of his project, he will explain these first. Next, he will detail his implementation information. By following these two steps, the writer hopes that readers will facilitate their own implementation by (a) anticipating and correcting possible problem areas in their own work location, and (b) knowing how the writer sequenced the 46 topics. The five difficulties he experienced are:

Topic sensitivity. The writer experienced difficulty in obtaining approval for three topics to be in this problem-solving project. The writer's adviser had stressed that he arrange a conference with the principal to seek approval for discussing emotional incest, sex addiction, and the higher power concept with high school students. She had cautioned that the conference was a necessary step in avoiding problems with the students' parents who may hold personal and protective viewpoints.

As a direct result of the conference, the writer agreed to (a) change the wording of a provocative emotional incest title to emotional invasion, (b) change sex addiction to love addiction, and (c) format and discuss spirituality from the twelve-step viewpoint of Alcoholics Anonymous. The principal advocated these changes since the county already approved these concepts for discussion in health classes and trust counseling sessions. Even so, the writer as a precaution, chose to meet with the health classes' department head and the trust counselor to verify how these concepts were included in the curriculum.

Room selection. The writer had planned to meet, on his third-period planning time once every two weeks, in an available classroom. The writer was told that all classrooms were occupied during third period because of school overcrowding. But after scanning space availability with the registrar, he discovered that a small room in the Exceptional Education Department, with a capacity for 12 students, was not in use during third period. He was able to obtain the use of that room for two months.

Later, when the ESOL department added more teachers to relieve its large class enrollment, that space was taken away from him and given to an ESOL teacher for daily use. Consequently, the writer moved his group into a conference

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room in the rear of the school's library for the remainder of the implementation period. A negative effect of this change was that the group could no longer sit in a circle while engaged in discussion due to the conference room's narrow shape.

Student selection. The writer, a Spanish teacher, had taught an ESOL class during the 1990-91 school year. For this reason, he had initially thought to select 10 of his ESOL students. But due to the budget cuts, he lost the class and had to ask the principal for permission to use other teachers' Hispanic students for this project. The writer explained that he would meet with these students in a small-group session once every two weeks. And the writer had to assure the teachers that these volunteers would be responsible for making up all work missed during these periods.

Once permission was granted, the writer began the task of student selection. First, he entered the class and explained the project to the students. Next, he asked if anyone would be interested in becoming a voluntary participant in the project. Then, he spoke with interested students individually to (a) determine their level of language fluency, (b) ascertain their country of origin, (c) find out how long they had lived in this country, (d) try to intuitively determine their sincerity as voluntary participants, and (d) stress to them that if chosen, they needed to commit themselves to the project for the entire eight-month implementation period.

Based upon these conditions, the writer chose five Hispanic males and five Hispanic females to participate in this project. He later added another Hispanic female who asked to participate. She had just exited the ESOL program the previous year. The writer agreed to include her in this project, anticipating that her knowledge of English and Spanish would be helpful in clarifying the meaning of certain concepts. Thus, the writer began the project with five Hispanic males and six Hispanic females.

Language shift. The writer had planned to discuss the topics in English. He then thought to clarify, if needed, the concepts in Spanish. In addition, he planned for the students to write their assignments and journals in English. However, he discovered in the first session that few students understood him fully when he spoke in English. Furthermore, when they attempted to take the pretests, he found that he had to translate each item into Spanish.

Consequently, the writer decided that if this project had any chance of success, he needed to (a) translate each topic into Spanish handouts to facilitate student participation, (b) conduct his sessions in Spanish to facilitate comprehension of topic content, (c) encourage students to write journals and assignments in Spanish for optimal "feelings" expression, and (d) respond to their written assignments in English so that they could receive some language benefit.

Flexible Implementation Schedule. The writer experienced that the students participated more thoroughly in some of the 46 topics addressed than others. For instance, he used two sessions on relationships due to a high level of student interest. Consequently, he doubled up on some of the other topics in some circumstances and changed the session dates in other instances to stay within the proposed 16-session time frame.

Attrition. Over the course of the eight-month implementation period, two of the original 11 participants left the group, Both of these participants were male. One left due to his family moving to another school district. The other chose not to continue for unspecified reasons, although the writer repeatedly tried to encourage his participation. Thus, nine of the original 11 students completed the implementation sessions.

Implementation Information

The writer conducted the sessions at an average of two per month to present 16 sessions during the 1991-1992 school year. Nine of the initial 11 Hispanics who voluntarily participated in the implementation of this problem-solving project finished the process. The discussion sessions, which usually occurred every other Tuesday, began on October 8, 1991 and ended May 12, 1992. In addition, a closing synthesis meeting took place on May 26, 1992, concluding eight months of small-group lecture, discussion, and writing.

To measure affective changes, the writer administered a survey on the first and last Tuesday of the sessions. To measure cognitive changes, he gave five essay pretests and posttests within the eight-month period. The writer gave the pretests in class; the posttests were completed on the students' own time and turned in by the following Friday. However, the writer was flexible in scheduling work deadlines by allowing students who experienced difficulty to turn in their work by the next session.

In addition, a total of ten written assignments and journaling exercises were given to the students. By completing writing assignments, they crystallized their thinking. By making journal entries, they documented their feelings.

All student work was evaluated by the instructor. In addition, the trust counselor and a teacher with a background in psychology served as independent verifiers. After reviewing the project with the writer, they gave input, asked for clarification, and agreed with his evaluation. The results were compiled based on changes in attitude and knowledge.

In sum, the writer had compiled a list of 23 problems, 14 specific, and five general solutions by reading Bradshaw's

(1988, 1988a, 1990) works that relate to dysfunctional families. By reading the material, he realized that many people, regardless of ethnic background, are burdened with difficulties due to early family trauma. Because of their inability to cope with resulting problems, many students have enacted life-damaging learned behavioral patterns.

Consequently, they do not reach their full potential. The writer has offered an educational intervention by slaying those early childhood dragons, one by one, in an attempt to empower his students to achieve. He then focused specifically on Hispanic achievement by including acculturation, personal growth, academic success, and professional development as a last-session challenge. He challenged his students to act and perform in their own best interest based upon the knowledge received.

Thus, the writer (a) read Bradshaw's work (1988, 1988a, 1990), (b) wrote down recurring themes, (c) divided and ordered them sequentially into five segments, (d) added themes relating specifically to Hispanic achievement, and (e) began his literature review to substantiate the validity of his project.

It was never the writer's intention to make a summative assessment of Bradshaw's work, nor did he attempt to cover all of the author's themes. He believes that each problem and solution can be expanded upon and added to by instructors wishing to implement similar educational projects in their work-settings. Thus, future problem-solvers may adapt these problems and solutions to meet student needs in their own particular academic environment.

In this problem-solving project, the writer included only items that he thought were of primary relevance to his students. He has maintained, throughout this practicum, that this work is vital for student achievement. He stressed that people, regardless of race or ethnic background, need to identify, work through, and overcome problem areas in their lives in order to achieve positive outcomes. In effect, they need to identify and slay their childhood dragons. Readers are encouraged to analyze specific student concerns in their work-setting and implement a similar program.

Student Response

The group responded to the project with enthusiasm. The students bonded together, processed the information, and jointly shared their experiences. They stated that it was a comfort to meet as a small group, to speak Spanish, and to share feelings.

Group members were strongly commited to each other. If one student could not attend a session, another would bring a note to the writer explaining the reason for the absence. Those more proficient in English often helped the writer clarify difficult topics to the less advanced. In addition, students always shared their handouts when some neglected to bring their materials.

Some students were proud of their journal entries. They asked questions relating to content such as, "If you smile all the time, is that bad?" Or, "What is the difference between emotional invasion and a healthy parent-child relationship?"

Others expressed themselves at length to reveal feelings on parents, relationships, achievement, and other themes. The girls expressed their anger and frustration at men who use the threat of an extramarital relationship to gain power at home. One female student added that men seek intimacy and companionship at home but look for sexual encounters elsewhere. She asked, "What can people do if their spouses refuse to participate in counseling?" Several students shared session handouts with their parents and requested books in Spanish for further study; unfortunately, Spanish publications of these themes are not available.

Finally, students expressed their feelings at the end of the year pizza lunch. While group members ate, they took pictures, made jokes, and discussed how important their implementation experience was to them. At this point, the participants (the writer included), felt that if they were to say goodbye, they would start crying. So the group agreed to leave the luncheon saying, "See you next year!"

Implementation Sequence

The writer now presents the sequencing of his implementation. He discussed the previously mentioned 23 specific problems with their 14 solutions in the first four segments of the following outline. He detailed five solutions that needed ongoing maintainence in segment five. And he described (a) four Hispanic themes, and (b) the final session's activities.

First Implementation Discussion Segment

Session 1: Introduction and Dysfunctional Family Patterns

*10/08/91

Attitudinal Survey Pretest given in class

Pretest #1 given in class

Assignment #1: Session Questions

Session 2: Dysfunctional Family Patterns, Early Memories, and Effect of Parents on Families

*10/22/91

Assignment #2: Session Questions

Session 3: Emotional Invasion

*11/05/91

Posttest #1 assigned

Pretest #2 given in class

Assignment #3: Thoughts and Feelings Journal

Second Implementation Discussion Segment

Session 4: Abandonment, Core Issues, Dependency Needs, and Trust

*11/19/91

Assignment #4: Session Questions

Session 5: Numbing of Emotions and World View

*12/03/91

Posttest #2 assigned

Assignment #5: Thoughts and Feelings Journal

Third Implementation Discussion Segment

Session 6: Hole in the Soul, The Inner Child, and The False Self

*12/17/92

Pretest #3 given in class

Session 7: Shame, Negative Self Talk, and Poor Self-Image

*1/07/92

Assignment #6: Session Questions

Session 8: Control Dependency, Compulsive Behaviors, and Perfectionism

*1/21/92

Posttest #3 assigned

Fourth Implementation Discussion Segment

Session 9: Stage One and Stage Two Addictions

*2/04/92

Pretest #4 given in class

Session 10: Love Addiction and Relationships

*2/18/92

Assignment #7: Thoughts and Feelings Journal

Session 11: Relationships

*3/03/92

Posttest #4 assigned

Fifth Implementation Discussion Segment

Session 12: Healthy Boundaries

*3/17/92

Pretest #5 given in class

Session 13: Grief Work and Recovery

*3/31/92

Assignment #8: Thoughts and Feelings Journal

Session 14: Higher Power

*4/14/92

Assignment #9: Thoughts and Feelings Journal

Session 15: Support Groups

*4/28/92

Posttest #5 assigned

Session 16: Acculturation, Personal growth, Academic Achievement, and Professional Development

*5/12/92

Assignment #10: Thoughts and Feelings Journal, Synthesis Assignment, and Student Evaluations

Final Meeting: Posttest, Synthesis, Evaluation, and Feedback

*5/26/92

Attitudinal Survey Posttest given in class

Journal, Synthesis Assignment, and Student Evaluations turned in

Permission

The principal of the local school approved this eight-month problem-solving project. He granted the writer permission to take the initial group of 11 students from their classes to attend 17 bi-weekly sessions during third period. Both the principal and the students' teachers have understood that the writer was responsible for making lesson plans, conducting class, developing handouts, giving assignments, and evaluating all work.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Summary of the Problem and Solution Applied

Some Hispanic students, the writer has asserted, do not strive toward reaching their full potential. He found two causes that have had deleterious effects on their development: dysfunctional family learned behaviors and acculturation problems. In addition, these students lacked the knowledge to reverse the problem. As a result, achievement, in the forms of personal growth, academic success, and professional development, has been stunted. For this reason, the writer implemented an educational small-group discussion module in which he provided his students with the knowledge to address their problem areas.

Presentation and Analysis of Results

Goal. The writer had specified his goal, in this problem-solving project, as having two parts: First, he had provided students with knowledge to address dysfunctional family learned behavior. To accomplish this task, he conducted a 16 - session small group discussion module, prepared handouts, and gave assignments. Then, in session 17, he discussed accompanying acculturation difficulties and a strategy to empower his students to enact positive personal change. To complete this task, he stressed the seriousness of the Hispanic dropout rate, shared knowledge of acculturation difficulties, and provided a strategy to enact self-improvement.

Objective 1. The writer will select ten Hispanic students from English as a Second Language (ESOL) classes to participate in this problem-solving project. These students will be chosen based on their responses to a survey (see Appendix A). This small group will meet in a separate room, on this instructors planning session, once every two weeks, during the eight-month implementation period. Grades will be earned relating to English form and style for all work assigned. These scores will be included in each student's nine-week grade.

The writer met objective 1. As before stated, 11 Hispanic students were selected and nine of these finished the implementation. They completed the survey, met for sessions, and earned grades for their written assignments. The writer, in turn, forwarded these grades to their regular third-period teachers. Their teachers had the option to average these scores into previously earned grades. In sum, the students participated by discussing, reading, and writing.

Objective 2. Each student will be expected to keep a personal journal. Through journal writing, students will express their thoughts and feelings toward topics discussed in small group sessions. The writer will collect the journal entries and provide feedback every two weeks. In sum, this internalization process will serve to keep the students focused on the discussions.

The writer met objective 2. Students completed written assignments and journal exercises. In between each session, they were given a two-week time period to internalize session information. The writer prepared handouts, in Spanish, so that students could read all of the information in their primary language. Then, students were encouraged to write their personal thoughts and feelings regarding the topics. He recorded the number of times they referred to important themes by listing their positive and negative threads of change. The cumulative data is presented (see Table 1).

The writer, in preparing questions for student assignments, wanted the students to focus on specific themes in a personal manner. Thus, they crystallized their thinking in response to the written assignments. However, the journal assignments were more general. Since he wanted students to simply respond by revealing their personal thoughts and feelings on the topics, no guidelines were given.

Table 1

Threads of Change in Student Journals and Writing Assignments

	Number of References to Threads in Assignments a-j									
Positive Threads	a	b	c	d	e	f	g	h	i	j
People support	2	1		1	2	1			2	
Quality time with parents		2	1							
Parents show of love to child		2								
Parents admit faults			1							
Healthy role models		2	2	1						
Parents accept children		3			3					
Children allowed to have separate identity			2							
Open family communication	1	7	2	1	2					
Mutual trust		4	1	11	6	1	3			
Academics	10		1		1					11
Self analysis		1		4	1	1	1	3		
Take risks and grow through new experiences	2		1	4	2	4	3	4	2	4
Therapy sessions valuable							1			
Change harmful multigenerational parenting cycle		4	4		3	4		1		1
Higher Power									7	1

Table 1 Continued

Negative Threads	a	b	c	d	e	f	g	h	i	j
	Number of References to Threads in Assignments a-j									
Closed communication		5			1					
Parental fights		3								
Parental mood swings										
Parents physically or emotionally absent		3	3	1				1		
Parents force children to grow up too soon		1	1							
Divorce		2								
Sibling rivalry		4								
Workaholism		2								
Economic problems		2						1		
Little love shown to children			1							
Substance abuse		7	2				1			
Physical/emotional abuse		1								
Children stay away from home		2			1					
Unhealthy role models		1								
Dropping out of school		1								
Fear/insecurity/ depression		4	1	3	2					

Objective 3. For measurement purposes, these students will take tests designed to estimate their cognitive understanding of the topics. They will be administered at the beginning and at the end of each of the five study areas. These pre- and posttests will be given in a short essay format. The on-site trust counselor, a teacher with a background in psychology, and this writer will evaluate these tests (see Appendix C). The Appendix B survey results will be employed to measure student attitudinal changes. this survey will be given at the beginning of the implementation period and at the conclusion of this eight-month problem-solving project. Furthermore, a final report will be assigned, synthesizing and evaluating the content of the implementation period's 16 one-hour sessions. It is anticipated that seven of the ten students will experience: (a) positive changes in attitude shown by positive variations in ten responses on the Recovery Potential Survey (see Appendix B) and (b) an accumulation of knowledge shown by a one letter-grade score improvement on short essay tests (see appendix C) of the subjects discussed.

The writer did not meet objective 3. The first measurement was given to assess cognitive change. To accomplish this task, the writer had administered short-essay tests, in five distinct segments, to measure student knowledge acquisition. An example of one such test has been given (see Appendix C). He had projected that his pupils would experience positive academic changes by showing an increase of one letter grade on each of the five essay tests.

Students wrote on the family's role in academic success for test 1. They answered questions relating to their self-image. They stated their opinions on academic success (see Table 2).

Table 2

Cognitive Pretest and Posttest One

Student	Pretest 1 Score	Posttest 1 Score
1	F	A
2	F	C
3	F	B
5	C	B
6	F	C
8	F	C
9	F	B
10	F	B
11	D	A

Students wrote on core issues, dependency needs, and trust in test 2. They identified how to trust someone. They listed the characteristics of safe and unsafe people (see Table 3).

Table 3

Cognitive Pretest and Posttest Two

Student	Pretest 2 Score	Posttest 2 Score
1	F	F
2	F	D
3	F	D
5	F	C
6	F	F
8	F	F
9	F	C
10	F	A
11	F	B

Students responded to questions relating to the inner child in test 3. They also wrote on the false self, shame, guilt, and negative self-talk. Questions relating to codependency, compulsive behaviors, and perfectionism were also answered (see Table 4).

Table 4

Cognitive Pretest and Posttest Three

Student	Pretest 3 Score	Posttest 3 Score
1	F	F
2	F	F
3	F	C
5	F	F
6	F	F
8	F	F
9	D	F
10	F	B
11	F	A

Students wrote on addictions in test 4. They also answered questions relating to abstinence, obsession, and love addiction. In addition, they identified the difference between a healthy and unhealthy love relationship (see Table 5).

Table 5

Cognitive Pretest and Posttest Four

Student	Pretest 4 Score	Posttest 4 Score
1	F	D
2	F	F
3	F	C
5	F	B
6	F	F
8	F	C
9	F	D
10	B	A
11	F	B

Students responded to questions relating to boundaries, grieving, recovery, and friendship in test 5. They further wrote on what their higher power means to them. And they stated what changes they would like to see occur in public school education (see Table 6).

Table 6

Cognitive Pretest and Posttest Five

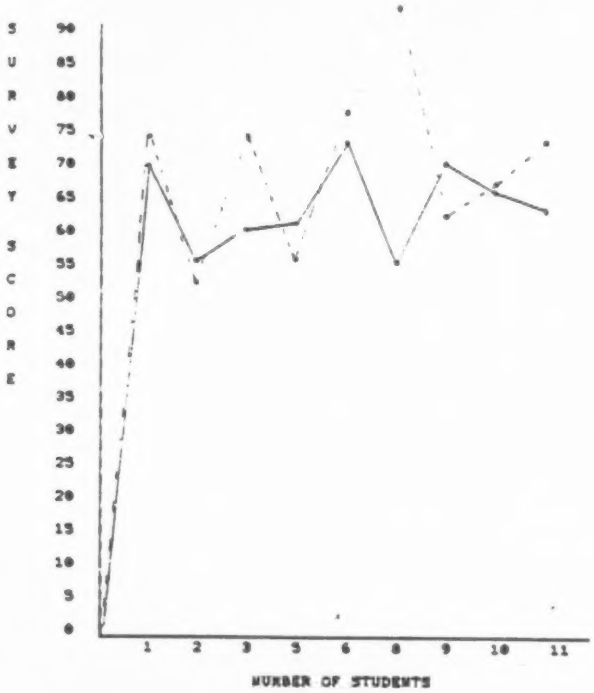
Student	Pretest 5 Score	Posttest 5 Score
1	F	C
2	F	B
3	F	A
5	D	F
6	F	F
8	F	B
9	F	B
10	F	B
11	F	A

Students earned their grades based on knowledge gained in the sessions. They often added their personal opinions. Each cognitive essay question was assigned a maximum 5 point value and graded accordingly.

The second measurement was given to assess affective change. To accomplish this task, the writer had given the survey (see Appendix B) as an instrument for attitudinal measurement. He had projected that seven of ten students would experience positive attitudinal changes by showing a positive variation in ten responses over the eight-month period. Student responses to this survey have been recorded (see figure 1).

Figure 1

Student Responses to Recovery Potential Survey



Nine students who finished the implementation are listed by number. The solid line represents each pretest score. Perforated lines document posttest scores. Students with high scores have more issues to resolve than others.

Discussion of Results

Objective 1. The writer had chosen 11 students to serve as voluntary particpants in the problem-solving project. The difficult selection process, primarily due to the writer not having an ESOL class of his own, has already been described. Within the first three sessions, the writer noted several student characteristics (see Table 7).

Table 7

Group Demographic Data

	Number of Students
Sex	
Male	3
Female	6
Age	
16-18	8
19-20	1
Grade Level Assignment	
Grades 10-12	9
Country of origin	
Colombia	2
Ecuador	1
Nicaragua	1
Panama	1
Peru	2
Spain	1
Venezuela	1
Lives with	
mother	1
both parents	6
guardian	2
Months residing in united states	
2-4	2
5-8	2
9-15	2
16-21	2
22 or more	1

First, the writer had tried to include an even gender balance. At the beginning, the group consisted of six female and five male students. Of these, two males left the project for different reasons. As previously stated, one student had transferred to another school due to his family moving out of the district. The other student lost interest, and did not specify why. The writer remembers that, after an initial show of enthusiasm, the student had mentioned that he was not willing to continue. However, even though the writer encouraged him to persist, he soon began to miss sessions and shortly thereafter, dropped out completely. Thus, three males and six females finished the implementation.

Second, the majority of the voluntary participants had the same approximate (a) age range, (b) grade level, (c) home status, and (d) amount of time living in the States prior to participating in this project. In addition, they all were Hispanic, originating from Central America, South America, and Spain.

Finally, two of the participants who took the Family Drinking Survey responded that excessive alcohol was consumed at home (see Appendix A). Even though the writer believes that the implementation would serve students suffering from the effects of family substance abuse particularly well, he was not deterred from anticipating positive outcomes. The writer holds the opinion that everyone can learn and grow from participating in these sessions.

Objective 2. Ten written assignment grades were earned in these sessions (All scores were recorded--See Appendix D). These assignments are represented as letters a-j in Table 1. Assignments a, b, d, and f served to guide student thinking as they answered questions relating to self-identity, family, academics, getting needs met, and trust. Assignments c, e, g, h, i, and j focused on emotional invasion, emotions, relationships, grief work, recovery, higher power, acculturation, responsibility, and achievement. Students wrote their feelings in a free flowing manner in these journal exercises. As the writer corrected assignments a-j, he noted how often recurring threads of change were mentioned in the student's papers. He then documented these threads and totaled the number of references to each in positive and negative categories.

The writer believes that it is important for the reader to understand that, in general, students did not refer to themselves as having these problems personally. They preferred to write in the third person. In this way they realized that they could communicate that some concepts were more important to them than others.

Some threads deal with family relationships. Others describe the pupil's self-image, feelings, and behavior. Interestingly, only one student mentioned psychological services as useful in resolving problems.

Also, the reader will note that some of the positive and negative threads were repeated more than others. This frequency does not signify that students experienced these changes personally. It does mean, however, that they did recognize the value of personally making these changes in their lives. Further, they understood that negative threads are destructive to their family environment. They also realized that they possess the power to change their environment by enacting positive threads items. The following student excerpts have been translated from Spanish to English by the writer.

Family is important in Hispanic culture. Students reflected on their parent's role. They revealed their feelings on the family in the following 7 excerpts:

1. "Parents should come home early and give time to their children. They should pay attention to what they say, share their opinions, and play together."

2. "The most important thing in the family is the relation between the parents because when the children can feel love around them, they learn to love."

3. "Families discourage their children when they don't (a) become involved in their lives, (b) know about how difficult adolescence is, and (c) give their children more responsibility as they grow up."

4. "The family discourages children when they say that it's okay not to go to school because of being tired, not

doing homework, bad weather, etc. Indirectly they are teaching their children to be irresponsible."

5. "Some children try to cope [with emotional pain resulting from family problems] by doing bad things or by helping their parents. But most of the children don't care and get sick or get involved in drugs thinking that this will be better for them."

6. "Family problems begin when ...the family doesn't work to solve their problems and the children get away from these by using drugs and alcohol."

7. "...the problem that I had with my family is that they trusted me too much...they thought that everything I was doing was okay...sometimes you abuse their trust. ...The solution to family problems is open communication."

Trust is valuable for these Hispanic students. To get their needs met, they had to know what they wanted and who they should trust. Some students had been hurt when trusting the wrong people. One student describes discovering his needs while two others express their views on trusting:

1. [You can get your needs met by] "thinking about yourself and your feelings, how you are, who you are, why you are here, and how important you are."

2. "There are many people who are afraid to trust another [with their real feelings] because maybe they have done this before and have been hurt. They don't want to repeat the experience. ...we always need people who love us,

listen to us, and stand with us against people who would harm us."

3. "A person learns to trust another beginning with being open a little at a time to see if the other responds in the same way. Building trust is a gradual process."

These Hispanic students conducted a self analysis. One student valued the role of grieving in allowing inner feelings to surface. Two others described supportive friends and a healthy self-image:

1. [Grieving is important because] "I have a friend whose father died. He never cried...he laughed a lot, but in reality he was totally destroyed inside. I never understood that he was suffering until one day we were talking about his father and he began to cry like a child and I know that he felt better about himself [afterwards] even though he was ashamed for having cried in front of me. But I comforted him and now we trust each other and I know that his inner pain came out. I'm very happy for that!"

2. "Sometimes I feel alone...what makes me feel better is to talk with someone. I can't complain because I have a lot of people around me who help me... another thing, God is with us in every moment... ."

3. "I understand that one should be as one is... [I am valuable] because of who I am inside, not because of my clothes or what I show on the outside. I'm very happy because this project has helped me identify who I really am in my

relationships with others."

Objective 3. The writer had projected that seven of ten students would experience positive attitudinal changes. To document this objective, he had his students complete The Recovery Potential Survey as a pretest and posttest, with eight months in between (See Appendix B). Consequently, change did occur, but not all variation was positive (see Figure 1).

The writer has shown, by these results, that a minus score indicates positive change and a plus score indicates negative change. A plus change, in his opinion, means that three students experienced a slight overall positive difference in attitude. They, in effect, acknowledged that they had already begun to fix some trouble areas in their lives.

In contrast, six students experienced negative change. A negative variation causes the writer to believe that they have become aware of some of the problem areas in their lives. As a result, they now realize that they have some personal change work to do. As student No. 8 had commented upon finishing the posttest, "You know, these survey items really describe me." After participating in the sessions, he realized that specific areas in his life needed improvement.

The writer believed he did not meet the stated attitudinal component. Only students 5 and 9 had shown a minimum of 10 positive changes evidenced by a minus score. But he now believes that any score variation typical of adolescents may be viewed as positive. By interpreting change in this manner, instructors should encourage their students to focus on their weak areas and do whatever it takes to improve.

To assess cognitive change, the writer gave five short essay pretests and posttests (see Tables 2-6). He had projected that all of the students would experience positive academic changes by showing an increase of one-letter grade on each of the tests. Even though he did not meet his stated objective, he is content with his overall success rate: Nine of nine students on test 1, six of nine on test 2, three of nine on test 3, seven of nine on test 4, and seven of nine on test 5.

In the project, the writer found that, without exception, students who had shown no improvement in posttest scores either failed to adequately prepare or left unfinished some test items. He should have realized that many students frequently perform in this manner in high school. For this reason, the writer should have projected a success rate of seven out of ten students. All student excerpts from these tests have been translated into English by the writer.

Some Hispanic students revealed their feelings on several topics while taking the tests. The first 2 excerpts document how Hispanics felt about personal growth and achievement.

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Their opinions on public school education are reflected in the 5 student views that follow.

1. [I can strengthen my own sense of personal identity by] "having the courage to confront situations and to not be afraid to grow. My parents can help me by explaining things that I don't understand... ."

2. "I believe that my academic efforts will be rewarded in the future, maybe not in this country but in another part of the world. I'm always doing my part and taking advantage of small things that might prove to be useful in the future."

3. "Public schools should change to meet the needs of future students by having small classes that treat the types of problems offered in this project."

4. "Parents should help their children with schoolwork, talk with their teachers, and ask if their children are doing okay in class."

5. "Schools should try to give more attention to students as people with problems, worries, etc. Not simply like students who go to school because they have to."

6. "Teachers should treat their students so that they feel comfortable in class. The class should be interesting."

7. "Class numbers should be reduced so that the teacher can pay more attention to each individual."

Other Hispanic students commented on relationships. Three excerpts follow. One student wrote on sex addiction in the first excerpt. Two others commented on relationships.

1. "Addictions are the means that we use to avoid feelings or to fill a void in our lives. Love addiction is an obsessive feeling that we have that makes us want to have sexual relations constantly to numb out some uncomfortable feelings and substitute them with pleasure."

2. [Elements of a healthy love relationship include] "commitment, wisdom, respect, and the contribution to the spiritual growth of each person as an individual."

3. "An unhealthy love relationship is when you want to control the life of your partner."

Finally, these Hispanics valued supportive individuals. Some claimed that life had been difficult due to their transition. One student described what friendship signified:

> "A true friend is someone who stands with you no matter how difficult the situation. A friend laughs with you, cries with you, and is like your second self. Friends understand each other so well because they have a lot in common."

In sum, the writer succeeded in meeting two of three of his stated objectives. He gathered his students, implemented his project, and measured his affective and cognitive results according to plan. In reviewing his third objective, he realizes that he should have (a) anticipated the significance of overall attitudinal change and (b) lowered his outcome expectations for cognitive improvement.

Student Evaluations

All students stated that they were impressed by the project. They desired to see it evolve into an elective class. However, based on their responses, if they could change something about the implementation process they would.

1. Want instructors to share more of their own personal experiences and provide students with an opportunity to share.
2. Include ethnic groups other than Hispanics to participate in the project.
3. Like to have more time to know each other better, support one another more, and build more trust in the process.
4. Have more time to participate.
5. Meet more frequently in a comfortable classroom.
6. Express themselves through drawing.
7. Invite people who would be willing to speak about their personal experiences on the topics.
8. Get involved with agencies that provide help for abused children.
9. Continue the meetings during the next school year.

Student Comments

Students were also encouraged to write about themselves for the final evaluative session. Their feelings on their ethnic background, power to change their lives, and goals as professionals are described. The writer translated the following 6 final comments from Spanish to English:

1. "Sometimes I don't feel that I'm accepted because of the manner in which I'm treated [here] is different than how they treat me in a Spanish speaking country. There are people who simply don't like to be close to me because they know that I am Hispanic."

2. "I would say that we possess a 90% possibility to alter the course of our lives, but the 10% of uncertainties can change everything."

3. "I want to be an example for my children like a professional, always trying to do the best. ...even though I feel depressed, I have faith in God that he will show me the best path."

4. "My purpose in life is to be a good person, to do something for others, a lot more for them than they would do for me. I believe that I have the power to change the direction of my life in a positive manner."

5. "I would like to be a professional, to really stand out in something that I like. I would like a beautiful home in the company of a man who supports and loves me. ...I would like to be a good friend to my husband, my kids, my parents, and to others."

6. "My purpose in life is to work in a career that I like, ...to be at peace with my family and to have my own family. I believe that I can change the course of my life for

good or for bad because everyone has sufficient power [to do this]."

In sum, the writer observed this group of Hispanics explore feelings, open up to each other, and focus on the future. The writer grew also as he shared his own experiences and recieved feedback from the group. He believes that the readings, writings, and reciprocal exchanges served to affirm the students involved in the project as valuable human beings. The experience brought them the assurance that now they could accomplish their individual goals.

Recommendations

The writer now offers the following five recommendations to instructors desiring to implement a similar project:

1. Bi-weekly sessions should take place in addition to the already prescribed school curriculum. Small groups should be limited to ten members to facilitate discussion.

2. Teachers should initiate their small group sessions with discussion handouts based upon the problems stated in this practicum. They are encouraged to adapt the project information to better meet their students' needs.

3. At the beginning of the sessions, students should be made aware of the range of potential problems. Then they should be encouraged to talk with safe people about their own difficulties as these problems surface in their lives.

3. If possible, instruction should occur in the target language of each small group to facilitate comprehension.

4. On-site counseling should be made available for individual students who request these services.

5. Teachers should treat their students, regardless of race or ethnic background, as equals. Together, they should struggle to overcome the many obstacles that stand in the path of achievement. As a group, they should encourage each other to slay their childhood dragons.

Dissemination Plans

The writer, upon receiving final report approval, will distribute copies to (a) the school principal, (b) the county Project Trust supervisor, and (c) Health Communications, Inc. He will explain his project by contacting each of them personally or by including a cover letter with the practicum. Finally, he will prepare and submit a journal article, promoting his project, to be considered for possible publication.

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APPENDICES

APPENDIX A

FAMILY DRINKING SURVEY

Appendix A

Family Drinking Survey

ANSWER YES OR NO TO THE FOLLOWING QUESTIONS.

1. Does someone in your family undergo personality changes when he or she drinks to excess?
2. Do you feel that drinking is more important to this person than you are?
3. Do you feel sorry for yourself and frequently indulge in self-pity for yourself because of what you feel alcohol is doing to your family?
4. Has some family member's excessive drinking ruined special occasions?
5. Do you find yourself covering up for the consequences of someone else's drinking?
6. Have you felt guilty, apologetic, or responsible for the drinking of a member of your family?
7. Does one of your family member's use of alcohol cause fights and arguments?
8. Have you ever tried to fight the drinker by joining in the drinking?
9. Do the drinking habits of some family members make you feel depressed or angry?
10. Is your family having financial difficulties because of drinking?
11. Did you feel like you had an unhappy home life because of the drinking of some members of your family?
12. Have you ever tried to control the drinker's behavior by hiding the car keys, pouring liquor down the drain, etc.?
13. Do you find yourself distracted from your responsibilities because of this person's drinking?
14. Do you often worry about a family member's drinking?
15. Are holidays more a nightmare than a celebration because of a family member's drinking behavior?
16. Are most of your drinking family member's friends heavy drinkers?
17. Do you find it necessary to lie to employers, relatives or friends in order to hide your family member's drinking?
18. Do you find yourself responding differently to members of your family when they are using alcohol?
19. Have you ever been embarrassed or felt the need to apologize for the drinker's actions?
20. Does some family member's use of alcohol make you fear for your own safety or the safety of other members of your family?
21. Have you ever thought that one of your family members had a drinking problem?
22. Have you ever lost sleep because of a family member's drinking?
23. Have you ever encouraged one of your family members to stop or cut down on his or her drinking?
24. Have you ever threatened to leave home or to leave a family member because of his or her drinking?
25. Did a family member ever make promises that he or she did not keep because of drinking?
26. Did you ever wish that you could talk to someone who could understand and help the alcohol-related problems of a family member?
27. Have you ever felt sick, cried, or had a knot in your stomach after worrying about a family member's drinking?
28. Has a family member ever failed to remember what occurred during a drinking period?
29. Does your family member avoid social situations where alcoholic beverages will not be served?
30. Does your family member have periods of remorse after drinking and apologize for his or her behavior?

If you answered "yes" to any two of the above questions, there is a good possibility that someone in your family may have a drinking problem.

Whitfield (1987, pp. 27-28)

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APPENDIX B

RECOVERY POTENTIAL SURVEY

Appendix B

Recovery Potential Survey

ANSWER THE FOLLOWING QUESTIONS BY USING ONE OF THE FOLLOWING RESPONSES: (a) NEVER (b) SELDOM (c) OCCASIONALLY (d) OFTEN (e) USUALLY.

1. Do you seek approval and affirmation?
2. Do you fail to recognize your accomplishments?
3. Do you fear criticism?
4. Do you overextend yourself?
5. Have you had problems with your own compulsive behavior?
6. Do you have a need for perfection?
7. Are you uneasy when your life is going smoothly?
8. Do you feel more alive in the midst of crisis?
9. Do you care for others easily, yet find it difficult to care for yourself?
10. Do you isolate yourself from other people?
11. Do you respond with anxiety to authority figures and angry people?
12. Do you feel that individuals and society in general are taking advantage of you?
13. Do you have trouble with intimate relationships?
14. Do you attract and seek people who tend to be compulsive?
15. Do you cling to relationships because you are afraid of being alone?
16. Do you often mistrust your own feelings and the feelings expressed by others?
17. Do you find it difficult to express your emotions?
18. Do you fear losing control?
19. Is it difficult for you to relax and have fun?
20. Do you find yourself compulsively eating, working, drinking, using drugs, or seeking excitement?
21. Have you tried counseling or psychotherapy, yet still feel that "something" is wrong or missing?
22. Do you frequently feel numb, empty, or sad?
23. Is it hard for you to trust others?
24. Do you have an overdeveloped sense of responsibility?
25. Do you feel a lack of fulfillment in life, both personally and in your work?
26. Do you have feelings of guilt, inadequacy, or low self-esteem?
27. Do you have a tendency toward having chronic fatigue, aches, and pains?
28. Do you find that it is difficult to visit your parents for more than a few minutes or a few hours?
29. Are you uncertain about how to respond when people ask you about your feelings?
30. Have you ever wondered if you might have been mistreated, abused, or neglected as a child?
31. Do you have difficulty asking for what you want from others?

(Whitfield 1987, pp. 2-4)

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APPENDIX C

SHORT ESSAY TEST SAMPLE

Appendix C

Short Essay Test Sample

Test One

Answer the Following Questions

1. How may a family encourage academic success?

2. Describe how a family discourages academic success.

3. Explain how you may strengthen your own sense of personal identity.

4. What practical things can your parents do to help you in school?

5. What are you doing at this time to improve your grades?

APPENDIX D

STUDENT RESULTS

Appendix D

Student Results

Personal Student Profile

Student 1

Cognitive Results

Test One: Pretest __________ Posttest __________

Test Two: Pretest __________ Posttest __________

Test Three: Pretest __________ Posttest __________

Test Four: Pretest __________ Posttest __________

Test Five: Pretest __________ Posttest __________

Affective Results

Pretest ________________

Posttest ________________

Written Assignments

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Comments